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OF THE

NATIONAL ASSOCIATION

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Secondary-School Principals

Part I

TEACHING READING FOR THE GIFTED IN SECONDARY SCHOOLS

Part II

THE 25th ANNIVERSARY OF THE NATIONAL ASSOCIATION
OF STUDENT COUNCILS

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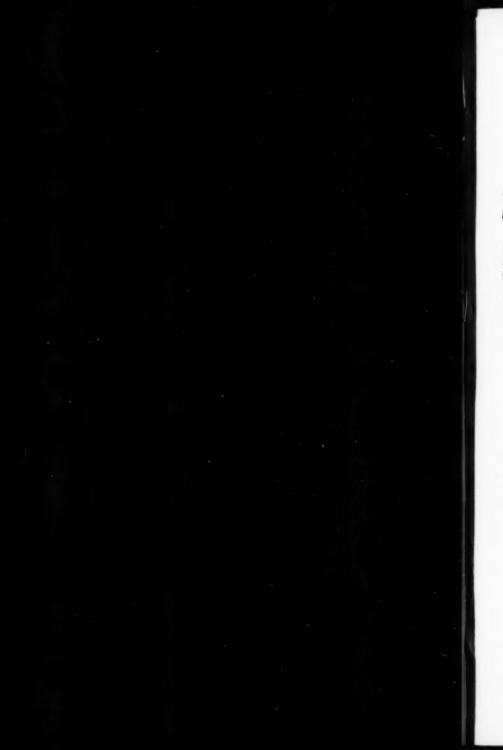
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PART I

TEACHING READING FOR THE GIFTED IN SECONDARY SCHOOLS

THIS monograph has been jointly sponsored by the California State Department of Education and the California Association of Secondary-School Administration. The California State Committee on Developmental Reading whose names are listed on the following page, has been responsible for its preparation. This Committee is the same one that prepared the copy for two previous issues of THE BULLETIN under the titles of Improving Reading Instruction in the Secondary School (Bul. 160, February, 1950) and Reading Instruction for the Slow Learner in the Secondary School (Bul. 176, February, 1951).

PART II

THE 25TH ANNIVERSARY OF THE NATIONAL ASSOCIATION OF STUDENT COUNCILS

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TABLE OF CONTENTS

TEACHING READING FOR THE GIFTED IN THE SECONDARY SCHOOLS

Purposes and Scope	. 5
Identification of the Gifted Pupil	. 8
Definition of the Gifted Pupil	. 8
Characteristics of the Gifted Pupil	. 9
Meeting the Needs of the Gifted Pupil	. 10
Meeting the Needs of the Gifted Pupil Through Reading	. 12
Desirable Qualities of Teachers of the Gifted	. 14
Teaching Method	. 17
Guidance of the Gifted Pupil	. 18
Reading in the Social Studies	. 23
Reading in the Sciences	. 30
Language and Literature for the Gifted	. 33
Selected Bibliography	
Some Suggestions on the Teaching of Creative Writing	. 53
National Look at Our Schools	. 73

PART II

THE 25th ANNIVERSARY OF THE NASC

THE	25th ANNIVERSARI	OI	,	LE	E	D	in	131	-													
T	he History of the NASC,	19	31	-19	950	6.					 				 0			 	 	 	. 7	8
D	irectory of the NASC										 					 0	 0	 	 		.10	5
Book	Column										 		0 0					 		 	. 15	4
News	Notes							0 0		 	 	 	0 0					 	 	 	.18	5

THE CONTENTS OF THIS BULLETIN ARE LISTED IN "EDUCATION INDEX"

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THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

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The day by day progress and the ultimate fate of our nation depends upon the trained leadership of its gifted citizens. Adequate training of that leadership is in the hands of the nation's teachers. They must have the encouragement and the strength, the time and the creativeness to prepare gifted students for their role in the nation.

THIS monograph is intended to be a guide book for instruction of pupils of superior mental ability—a series or compilation of suggestions for those teachers too occupied with the formidable task of leading large heterogeneous classes through scholastic requirements to do the research necessary for adequate differentiation of instructional programs for gifted individuals. Its scope is necessarily limited by interpretation of the words reading and gifted pupils. Reading is here considered as the all-inclusive use of books and other printed material as tools of learning—not alone the conning of pages assigned by instructors, but the use of ideas in critical thinking, in discussion, in sharing the fruits of reading with others, in creative thinking which applies the material read in all its ramifications. Above all, instruction in reading in secondary schools essentially is laying the foundation for adult friendship with good books—with ideas wherever expressed. What is said about instruction in reading will apply to all phases of teaching: literature, the communicative arts, sciences, the social sciences, and human relationships, and mathematics.

The strong admonitions from many sources that we should give special attention to the education of our gifted young people for the benefits that will accrue to the nation does not come to us as a new thought. It was voiced by Plato and others of his time. The voice of the philosophers persisted to reach the ears of practical leaders of the people in other nations and other times. We know that the Romans made adaptations of Plato's ideas and, at government expense, selected and trained mentally gifted youths for leadership in government, in wars, and in oratory.

"In the sixteenth century Sulieman the Magnificent sent emissaries throughout Asia Minor with instructions to examine and select the most intelligent youth of the Christian population for special education. These talent scouts at regular intervals presented the Sultan with the fairest and brightest youths to be found. These individuals were then trained for positions of leadership in the Empire."

The authors of the report tell us also that William T. Harris of St. Louis, Missouri, in 1867 probably made the earliest attempt to provide for gifted children in the public schools of the United States. His plan was to make the school promotional system so flexible that gifted pupils might accelerate their pace and approach the spots in the school program more commensurate with their interest and ability to accomplish. They state that "variations of this procedure followed throughout the United States in the form of multiple-track programs that aimed at saving time for the superior pupils."

¹This is a quotation from a report by Terman and others in the Forty-ninth Yearbook of the National Society for the Study of Education.

The theory of acceleration as a method of providing for the education of superior pupils was superseded by the use of the multiple-track plan to provide curriculum enrichment with a minimum of acceleration. From the early years of the twentieth century until World War II brought chaos to much of our educational planning, special curriculum enrichment for gifted children was growing in popularity in the United States. Inevitably the plan had its antagonists, as do all changes or attempted changes in educational procedure. Adverse criticisms hinged upon the question of democracy. That question is so well satisfied in the Forty-ninth Yearbook that the answer is here quoted lest some interested persons fail to see a copy of the report. Under the caption of "Philosophical Considerations" the authors say:

The gifted child is both an asset and a responsibility. He is an asset of incalculable value to society. His potentialities for good are difficult to overestimate. Our socio-economic structure, both national and international, demands leadership of the highest quality and keenest intelligence. Where else may we look for this type of leadership except among those of intellectual superiority?

Democratic education is founded on the ideal of equality of opportunity. Too often equality of opportunity has meant identical opportunity. Opportunity to be equal must be measured in terms of individual abilities and capacities to the end that all will be challenged to utilize their powers to the fullest. Society will reap a rich reward from such a policy. It makes possible the full development of individual capacities so that both the individual and the society which educates him may be mentally benefited. As John Dewey says: "If democracy has a moral and ideal meaning, it is that a social return be demanded from all and that opportunity for development of distinctive capacities be afforded all."

There is nothing undemocratic in utilizing all social resources for the betterment of society. No people can afford to disregard the differences in human materials. Special education aims to prepare the child for the place in society for which he is best fitted. Is it any less important that the child of superior mentality be prepared for leadership?

Society is injudicious in the extreme in neglecting these children who possess the potentialities of high-quality leadership. It is the part of wisdom to prepare these boys and girls for the important social responsibility which will be theirs. Today, as perhaps never before, we face problems of world magnitude which threaten the existence of society itself. Education is challenged to develop leadership for the tremendous tasks which lie ahead. Under such conditions, special education of the gifted is not only justified but is also demanded by the lessons of history.

Very generous applause is due the three people who are responsible for the expression of this philosophy. They are Merle R. Sumption, Professor of Education in the University of Illinois; Mrs. Dorothy Norris, Supervisor of Classes for the Gifted in Cleveland, Ohio; and Lewis M. Terman, the well-known authority on gifted children.

Undoubtedly we would want to stress, more than has been done in the section quoted, the personality or character development of gifted individuals. Were it not for our knowledge that the characteristics of a real leader are those of a well-integrated individual free from emotional maladjustments,

we would want to stress less preparation for high social responsibility. We would want to emphasize the provision for experience in living the good life as members of a community.

Perhaps there is more of loneliness than of satisfaction in leadership, unless we have that broad view of leadership that takes in the creative thinker, the scientist, the inventor—all that wide group of wonderful people whose leadership consists in making the world better in which to live.

In planning provisions for the education of mentally gifted children, it is necessary to take cognizance of their special characteristics. A gifted child's superior mental ability is indicated by a high intelligence quotient on mental tests. Aside from this he has learning characteristics that make it quite undesirable to use with him the teaching methods applicable to the instruction of normal or slow-learning pupils. Most easily recognizable is his superior reading ability and his rich vocabulary recognition. Lacking some physical deficiency or some emotional disturbance, he has learned to read without formal instruction and he makes reading a tool as well as a pleasure. He learns more rapidly than the average child. He generalizes and makes applications from fewer examples. He sees relationships and thinks logically. The amount of drill and repetition necessary to the learning of the average child is distinctly boring to the mentally superior one. He is impatient with too much routine and is often driven by it to daydreaming.

Dr. Terman says: "His versatility is shown in his wide range of human interests. Because of this, he finds a distinct advantage in the study of many widely differing subjects. These many interests, together with the desire to forge ahead to explore new fields, play a large part in forming his attitudes. His mental traits are usually rounded into an integrated personality, for he is guided by a rather high degree of common sense, breadth of mind, and the power of self-criticism."

This generalized composite picture of the gifted child leaves out some of the brush strokes that show he is a startlingly human being. "He must be taught to suffer fools gladly" said Leta Hollingsworth.

It is often patent that he does not suffer fools gladly. In a junior high school with an average intelligence quotient of a hundred seventeen, an accidental high-grade moron spent half an hour in a bungling attempt to make a report to his class. When he had finished, the usual chance for discussion brought forth the impatience of one of the boys who served to boost the average I.Q. of the school. He said, "It is not a good report because most of it is not true. Besides I do not like to waste my time in listening to such a report.

Frequently the impatience is not so consciously directed at a particular inept person but rather at our lagging methods of instruction in general. The drilling that teachers find necessary in classes of wide ranges in ability brings unconscious revolt from some mentally superior children. One youngster worked his twenty examples in a mathematics assignment correctly when the lesson was assigned during the first week of school, but too many of the class did not comprehend the processes. The lesson was re-assigned and our boy missed three problems. On the third assignment he missed half of the twenty examples. The moral to that is deeper than at first appears. It involves the whole problem of the teacher's understanding the mental hygiene of children and knowing what to do with them when she has the knowledge of how minds operate.

IDENTIFICATION OF THE GIFTED PUPIL

Student achievement is not of itself a safe criterion by which to judge intellectual capacity. That achievement is influenced for good or for ill by circumstances. Happily conditioned, the student is interested and inspired to development commensurate with his ability. Unfortunate circumstances and relationships tend to produce emotional maladjustment or mental inertia. The single factor of lack of challenge in learning experiences or methods of instruction may make a mediocre student out of a possible genius. The pages of history are filled with names and deeds of men of great minds whose school records say they were poor or average in their work. Undoubtedly many more failed to accomplish so as to write their names on the rolls of great minds.

There must be a yardstick for measuring mental capacity, lest the schools be thwarted in the hope of finding and training leaders in thinking and planning, creating and inventing. The existing yardstick must be used more judiciously and more effectively. Intelligence tests are the best single measure devised to date. The surest identification of superior intellectual ability is the achievement made on intelligence tests.

Dr. Witty says, "We recommend the use of intelligence tests in identifying gifted children and youth . . . they have been found to provide data from which the subsequent behavior of an individual can be roughly predicted. The accuracy of such predictions is far from perfect, but it is accurate enough to justify use of intelligence test scores, along with other criteria, in such practical operations as identifying gifted students, in making special provisions for their education, and in counseling them. Thus, it cannot be claimed that intelligence tests have 'absolute' validity; but, for practical purposes, they have a useful degree of 'operational' validity."

The best practical procedure in identifying, counseling, and providing adequate learning opportunities for gifted students in high school is the examination of records of intelligence tests administered throughout their school years.

DEFINITION OF THE GIFTED CHILD

In using the term gifted as applied to school pupils, general acceptance may be given to the definition formulated by the Educational Policies Commission. "In this statement, the term 'highly gifted' is used to designate those who are in the top one per cent of the total population with respect to intellectual capacity (that is, roughly, individuals with an I.Q. above 137). Similarly, the term 'moderately gifted' will apply to individuals who fall within the top ten per cent but below the top one per cent (that is, between 120 and 137 I.Q.)" Thus, in this bulletin, pupils of superior mental ability under discussion will be those with I.Q.'s above 120.

We shall not attempt to force acceptance of a particular term to designate the individual of superior intelligence whose cause we are pleading. Perhaps we shall speak of those who, because of exceptional mentality, are able to do more work and much better work than the average student of the same age in the same time, interchangeably as superior, talented, exceptional, etc.

We are prone to think of gifted pupils as those in the group with I.Q.'s of 130 and above. However, we acknowledge that many with I.Q.'s of 120 to 130 may belong in the group that needs special educational adaptation. We think often of some statements in a treatise by Hyman Alpern.

There are in the United States today more than a million individuals who would rate as incipient geniuses by the definition of terms used above. [His one per cent includes those with I.Q. of 130 and above.] There are approximately 2,700 whose intelligence is equal to that of the outstanding leader among the great men of modern times, John Stuart Mill. Some of these people will live and die humble members of the community whose only public praise will be, "He's smart for a garbage collector" or "She remembers more than three hundred recipes and can tell them to you without ever looking in the book."

We do not know how vast a number of individuals of extraordinary intelligence walk the streets of our towns and cities today, their ability unrecognized, their potential usefulness partly or wholly wasted; but, even if they were a handful, we should consider ourselves guilty of a shameful slaughter. For a civilization based upon democracy must respect the individual and consider each soul precious.

The fault is not wholly that of the school, to be sure, but that does not exonerate us. Why haven't we recognized the brilliant man when he was in our class, and why haven't we helped to mold him properly?"

CHARACTERISTICS OF THE GIFTED PUPIL

In all phases of education, in all subjects of instruction, in all methods of teaching, the necessary differentiation for pupils of superior mental ability are plainly indicated by the learning characteristics of the pupils and their need for the opportunity to develop to their full capacity. Delineating the personality traits of intellectually gifted individuals is like describing ideal personal characteristics, yet those of us who have spent years of our lives in intimate contact with large numbers of them realize that the characteristics presented by students of the subject are not exaggerations. We have found, too, that, if high mental capacity is present and the personal characteristics which accompany them are not evident, there is some emotional maladjustment that needs the co-operation of school and home to remove.

If, as is sometimes said, the gifted, the near geniuses, and the geniuses have often been maladjusted people, the chief cause of this is lack of challenge to achieve commensurate with ability—a deep sense of frustration. Some, in fact much, of this frustration may be the fault of schools that fail to realize that the guidance function of education is to help develop pupils of exceptional ability and the special ability of each pupil, and to provide for each one, along with intellectual guidance, needed personal and social counsel.

The characteristics of gifted pupils that most affect their learning habits and make necessary differentiated instruction are, as the result of much research, listed in many publications. A summary of the lists would include the following traits of mentality.

Active curiosity—a desire to know
Deep and varied interest in abstract ideas
Ability to recognize relationships and to generalize
Capacity for logical thinking
Ability of rapid learning, requiring little repetitive drill
Long span of attention, commensurate with high degree of intelligence
Original and creative ability
Capacity for self-criticism

In addition to these notable mental traits, gifted pupils are generally above average in desirable character traits.

They are more often leaders than are pupils of average mental ability

They make good social adjustments

They are inclined to prefer association with persons of their own mental level or with those older than they are

They are extremely sensitive to injustice to others and suffer keenly because of social conditions in the world.

MEETING THE NEEDS OF THE GIFTED PUPIL

No one can judge more clearly the needs of gifted students and the most adequate methods of meeting the needs than can those students themselves. Two recent studies reveal the judgments of groups of gifted individuals. The studies will be quoted directly. Dr. Irving Lorge conducted a survey of adults who had been gifted children. Their conclusions were as follows:

- 1. Acceleration by skipping should be avoided in favor of some form of enriched program.
- 2. Skipping should not bring an intellectually gifted child to senior high school more than two years in advance of his chronological age.
- 3. Gifted children need instruction in the basic skills and in the development of good habits of study.
- 4. These children should be encouraged to develop habits of self-discipline for the attainment of goals, regardless of the apparent scope of the interests.
- 5. Guidance of the gifted child is of great importance—particularly social guidance early in his schooling, and vocational guidance (and placement) later.

The teacher of the gifted child must be intellectually, educationally, and socially fitted to teach him.

7. Intellectually gifted children make adequate or superior adjustments as adults.

The second study is an unpublished doctor's thesis based on a survey of gifted high-school pupils. Dr. Marcella Bonsall, who made the survey, considers the needs as indicative of methods necessary in the adequate instruction of gifted students.

Human needs obviously cannot be categorized in any one exclusive, allembracing statement. Further, the very term human needs implies their universality. It will be apparent to the reader that many of the needs stated below are general adolescent needs. Probably, gifted children feel these needs more acutely than do their less talented contemporaries, and express them more sharply than do lesser analytic children.

They need help in finding and understanding the similarities they possess and share with other children in order to feel comfortable with their social peers.

They need help in adjusting themselves to their differences so as not to develop feelings of inferiority.

They need help in adjusting themselves to their differences so as not to develop feelings of inferiority.

They need help in understanding that they do not need to cover up their superior abilities and achievements, so that they will not sink into mediocrity in school endeavors.

They need help in developing a sense of self-adequacy through association with their intellectual peers.

They need help in finding and defining purposes in the satisfaction of curiosity.

They need help in finding weaknesses in their stores of knowledge and in their personality development. But, more, they need assistance in knowing what to do to overcome the weaknesses once they have been identified.

They need help in understanding and in accepting their ability to achieve, both quantitatively and qualitatively.

They need help in understanding the necessity of adjusting their means of communication with those less able than they, so as to be understood by those who do not possess their intellectual abilities.

They need help in becoming well-qualified academically, for this acts as prime mover for further effort in learning.

They need the informal techniques of instruction in which group planning, group execution, and group evaluation are continuous; thus they can gain satisfaction in achievement through lessening boredom and diminishing routine.

They need and demand over-views of subject matter where the pursuit-of knowledge starts with the whole, progresses to the parts, and then terminates as a whole.

They need individualization of instruction in order to broaden those interests they already hold and to open new fields of endeavor and new interests.

They demand opportunities for being creative and critical in the realms of expression, of opinion, and of behavior.

They want opportunities to draw generalizations and to apply them in concrete situations.

In our high schools, gifted pupils present a dual problem. First, they need the good general education that "citizens, consumers, and prospective parents" need as equipment for dealing "competently with themselves, their environment and their fellowmen." Beyond this is the need for a deep and understanding acquaintance with people and how they live, familiarity with their language and cultures, with the records of human experience, and with basic training in the concepts of modern science that are necessary for potential leaders in all phases of life in our contracted world at an advanced stage of technological development. To meet this dual problem, schools must provide, not only differentiation in learning experiences, but also the differentiation in instruction that assures that all study shall be purposeful for the pupil.

The purpose of differentiation of the instructional program for better-than-average learners is two-fold. Immediately it is to provide such challenge as to assure for the learner the development of potentialities to their full extent—to enable him to realize achievement and prevent frustration that may leave emotional maladjustment. The end purpose is to conserve and foster for humanity the resource without which all other resources may fail of fruition for want of initial development, discovery, or creation.

Motivation and establishment of differentiated instruction for gifted learners is, of necessity, the duty of school administrators. Its development and maintenance, its inspiration are in the hands of the instructors. The administrator must decide such questions as the degree of separation of this group of learners from the slower learners that is possible or practicable in his unit of administration—his school system or his particular school. He must provide, through their education, for the co-operation of the parent patrons. He must provide for adequate instructors and for adequate instructional materials.

Tireless interest of well-chosen teacher leaders will provide inspiration for gifted learners, but that interest must be fostered by administrative authorization, sufficient time, and enriched teaching facilities.

MEETING THE NEEDS OF THE GIFTED PUPIL THROUGH READING

Though it is possible to identify potential leaders, also to give them the highly technical training which they, as well as less gifted people, will need for competence in their chosen fields, it is extremely difficult, and at the same time, extremely important to help highly gifted children to develop constructive attitudes, insights into individual and group behavior, standards, and ideals. Without such attitudes and insights there is little assurance that the superior child will not become an isolated mind with little contact with humanity, or, what is worse, he may use his powers destructively. The problem demands solution if bumanity is to survive.

Fortunately, there is available a tool which makes possible the personal development and acquisition of experiences which are so important to all

people—leaders and followers alike. This is the tool of books. Only through wide, constant, and increasingly mature reading can the brilliant child gain information, have vicarious experiences, and broaden his mental and emotional horizons. Only through familiarity with the thoughts, the achievements, and the failures of the past can he become truly prepared for leadership in the future.

The superior child should be encouraged consistently to find in books answers to those of his innumerable questions which experimentation and discussion fail to give, and proof of those answers he seems to find. He needs to be guided into reading on subjects in which at first he seems to have no interest. Narrow specialization in his reading must be guarded against. If he learns to read widely, deeply, and sensitively, he cannot but be helped in using his gifts for his own happiness and for the good of mankind.

So long have educators and parents found refuge behind the thought that in the process of being educated the gifted child will take care of himself that it is time to examine the results. In the area of reading, examination points out two deplorable extremes in the group of pupils of superior mental ability. At one end are the caricatured bookworms with noses so buried in their books that no practical application is made of the content read. At the other end, and covering a too great proportion of the scale, are the boys and girls whom neither home nor school exposes to adequate reading materials.

None of the proclaimed learning characteristics of gifted pupils are denied by the acknowledgment that the pupils must be exposed to wide and deep and rich supplies of reading material, that they must be guided in their selections, and that they must be afforded genuine opportunities for discussing the material read. Lovers of literature are not made by the reading of a classic in class and making critical analyses of it. A method or methods must either exist or be created that will enrich the reading experiences of gifted pupils in high schools.

The need for reading enrichment is shown in an informal survey made in a junior high school in a definitely superior district. The pupils with intelligence quotients of 125 and above were asked to report, by listing titles, their free reading for the previous two weeks.

Reports from a statistically significant number of students indicated clearly the need for arousing interest in better free-time reading.

In quality and quantity of reading, there was no appreciable difference between beginning seventh-grade pupils and ninth-grade pupils in their last semester.

Less than one per cent read standard literary magazines, although sixty-two per cent read the Reader's Digest.

One hundred per cent of the girls and thirty per cent of the boys read "movie magazines."

One hundred per cent read comic books and magazines.

Forty per cent read no books other than those assigned by teachers.

Twenty-eight per cent read acceptable literature.

Twelve per cent read poetry.

Ten per cent read books and magazines about their hobbies.

Earlier surveys reveal the striking inadequacy of library facilities in the homes of gifted children. These cited facts and further evidences should move to action all educators—not English teachers alone.

DESIRABLE QUALITIES OF TEACHERS OF THE GIFTED

Ruth G. Strickland states: "Since schooling occupies so little of a lifetime and all the rest of his growth one must achieve under his own power, perhaps the greatest service a teacher can render a child is to build up his self-respect, his sense of obligation to himself, and his sense of inner power to achieve. . . . Children must be taught how to learn and grow, how to stretch on tiptoe to higher achievement, greater satisfaction, more worthy goals."

School administrators—principals and vice principals—and the various members of secondary-school teaching faculties will recognize those among them who are gifted with ability to teach even the most gifted of the school's pupils. The instinctively identified hallmark of high-grade intelligence combined with well-integrated personality characteristics is unmistakable. It so affects the teacher's instruction and his classroom relationships with his students that they are made to feel the pleasures and values of achievement commensurate with their mental ability. In his classes dissatisfied pupils wanting to change classes and courses are rare, and parents adversely critical of their children's educational growth are few.

High-grade intelligence and well-integrated personality are widely inclusive expressions which will be clarified by some elaboration. In general, mental traits of gifted individuals, be they teachers or pupils, are similar. Thus teachers with superior mental ability are understanding of and sympathetic with gifted pupils. (The inquiring mind, ability of rapid learning, versatility of interests, logical thinking, long span of attention, and creative ability of pupils will be met with mature, though not necessarily equal, degrees of the same traits in their adequate teachers.)

Gifted teachers with the same freedom from unreasonable emotional tension held essential for gifted pupils will have developed sensitivity to the individuality of their pupils. They will be marked by keenness of sense of justice, capacity for self-criticism, freedom from excessive sensitivity to criticism, freedom from jealousy even of exceptional ability pupils. They will have, perhaps most important of all, the faculty of imbuing others with a true sense of value of accomplishment commensurate with individual capacity to achieve.

Education, particularly training for teaching, should have developed in instructors of the gifted, a clear and consistent philosophy of education and the knowledge that that philosophy deepens and widens with experience and maturation. Training should have developed a rich fund of general information and the practice of continuous growth, not only in knowledge of "his subject"—which

is never so important as are the pupils being instructed—but also in the maintenance of lively and wide interests.

Training should have developed deep understanding of educational psychology as it applies to gifted youth, ability to stimulate and inspire, to create an atmosphere in which each pupil must find incentive for thinking and freedom of expression, a thorough knowledge of the methods and value of creative teaching versus lesson assigning and reciting.

Most of the above-mentioned qualities of teachers of the gifted in our high schools are acknowledged as desirable in writings and speeches of educators learned in the subject, but the important quality of creativity in teaching is often overlooked.

The ability to teach creatively is the wonderful ability which, coupled with deep inner security, makes the possessor "original, imaginative, inventive, courageous" in finding and using methods that meet learning exigencies to end them in rich and varied experiences for the pupils—experiences which lead them to respond actively and thoughtfully, not merely to reproduce others' statements parrot-wise.

Creative ability in teaching does not lead to disregard of the "core curriculum" and leave "complete blanks" in the pupils' high-school courses. On the contrary, it enriches courses by providing for application of facts to the solution of problems, thus enhancing the probability of retaining the facts in memory for further use, and making each course a means of further learning.

Not only in the field of original writing is the function of creative teaching exemplified. One young pupil of a group of eleventh- and twelfth-grade mental ability had questions in his mind concerning the subject he was studying. The questions were not answered by reading the pages assigned by the teacher. He had heard much talk and had read in the papers about world powers. What is a world power?

That question came to be a live one with the group. The interested boy and a creative teacher discussed the possibilities of finding out why the United States is a world power and why one does not hear other countries of the Western Hemisphere referred to as world powers. Soon all the group were talking about the question and about finding ways of answering it.

The field of interest for the semester became the solving of the problem. It involved study of the countries of the hemisphere in terms of people, industries, politics, history, geography, etc. No lesson assignments in any of these related subjects were necessary. Committees were organized to investigate particular aspects and to inform the other members of the group of their findings. These reports were the occasion—the inspiration—of group critical thinking.

So vital was the activity that discussions spread to the homes of the pupils. As the close of the school term neared, an open report and discussion meeting

was held for the parents and community. No faculty member or school official worried lest the students were not covering their curriculum subject.

Leadership classes are a proving ground of good teaching. These classes so prevalent in high schools of today either are or are not valuable in developing desirable characteristics of capable pupils. Their value depends upon the understanding and instructional methods of the teacher. There are no possibilities of sterile and stereotyped assignments. Instructors must needs be creative in their guidance of pupils toward the solution of practical problems of the school.

One successful teacher of leadership classes, called a sponsor for obviously appropriate reasons, gives some important information about the character of such classes and the characteristics of good teachers. These classes consist largely of pupils of better-than-average intellectual ability. Such classes are the center of the "Student Activities Program" where are provided actual practical experiences in planning and organizing programs, in obtaining approval from proper faculty authorities, in delegating authority to student coworkers, and in carrying the plans through to completion. Diverse problems of the school, both major and minor, present themselves to the group for discussion and solution. They meet the problems of maintaining a clean school campus, of proper student conduct in halls and on grounds, or suitable student dress, of seemly courtesy to substitute teachers, etc.

The leadership class assumes responsibility for developing leadership within groups in the school, and students learn to work democratically with each other, with different racial and religious groups, and to carry through worth-while ideas of fellow students. The experience serves to develop leadership ability, while making the leader realize the importance of intelligent followers. The student learns to accept the authority of others, and yet to work to capacity within his own sphere. Responsibility to local community, state, and nation are fostered. An example of action which the leadership class takes is the following:

One night the high school had an uninvited guest lodged in the girl's gymnasium. In the morning the physical education teachers found that one cot and one blanket were out of place, and that one small window had been broken to admit the intruder. Except for these minor conditions everything was still in order. The general agreement reached was that not more than one person had visited the gymnasium in the night.

The gymnasium teachers dutifully reported the unusual incident to the proper faculty authority. After further investigation a story of the incident was given to the reporters. On the following day two city newspapers carried articles which read somewhat like the following with the caption, "Wild Party in Local High School":

Gangs of vandals raided the girl's gym at the high school last night. Cots and blankets were strewn all over the floors and windows were broken. Bottles and other evidence pointed to the possibility that a wild party was held in the gym last night. This is another one of the frequent outbreaks of vandalism which have been reported recently in the city.

The leadership class was shocked and angry at the misrepresentation of the truth. The class was determined to see that the truth be told so that their school's reputation would not suffer unjustly. The members composed and sent letters to the two newspapers, explaining the true situation and asking for a retraction. A retraction was printed in one of the papers.

The successful sponsor of a leadership class will be a truly creative teacher. It is his function to provide the atmosphere and guidance for the maximum development of the latent leadership abilities of a new group of student officers each semester. He fosters their growth in the practice of meeting problems and solving them through critical thinking, group discussion, and logical, practicable decisions.

One teacher said, "The sponsor of a leadership class must realize that this is a very different type of class, which indulges in different activities than does any other class. There is continual activity, noise, etc. One does not try to keep 'perfect order.' Real business takes time, noise to a degree and patience. The sponsor must take real interest in the group and what it is doing."

Obviously, what the group is doing is not preparing assigned lessons from the pages of a particular textbook. Their "real business" is the solving of a problem or problems in community living. It is practice in learning to lead in the solution of problems in adult community living. The teacher referred to each new class as separate persons each with his own ideas and interests which must grow into an integrated group who think of the school as a whole. "This is a growing process for both sponsor and student leader."

TEACHING METHOD

The intelligent teacher with a sense of professional and social responsibility will have acquired deep understanding of the learning traits of gifted pupils which will lead to the adaptation of methods to the needs of the particular individual or group. The Educational Policies Commission lists and justifies some characteristics of good teaching methods of special importance in the education of mentally superior students. Lest the pamphlet is not readily available the eight important paragraphs are quoted here.

(a) The teacher should share with the learners his reasons for using the methods that he does. Such explaining of purposes is both more important and more rewarding in the case of gifted students than of others. Moreover, they are more likely to demand it.

(b) Learners should have some opportunity to select and plan their own activities. Such opportunities should be afforded gifted students to a greater extent than others. They will have more ideas and their ideas are more likely to have greater educational value. (c) Assignments should be so phrased that they will invite originality in fulfillment. For the able student assignments can—and should—be given in less detail than for others.

(d) The teaching of skills should involve repeated practice until a reasonable degree of mastery has been attained. For fast learners, higher standards of attainment should be required; but less time will be needed. Unnecessary drill beyond the attainment of mastery should be avoided.

(e) Teaching for understanding should focus on explanations of the reasons for things. The understanding achieved by all learners will be increased by the teacher's skillful use ρf "why" and "how" questions; and such questions are especially well-suited

to guiding the thinking of gifted students.

(f) Learners should have access to a wide variety of books, pictures, realia, and other instructional materials. More materials and a greater variety of such materials are needed for students of superior mental ability than for others. But superior students need less guidance in the selection and use of such materials than do others.

(g) Learners should have direct and guided contact with out-of-school environment. Community study and participation in community activities are particularly desirable means of enriching the education of gifted students. Such activities complement book learning, at which the gifted are specially adept; and they serve as an antidote to excessive verbalization, to which some highly intelligent students are especially prone.

(h) Students should be given a large measure of responsibility for evaluation of their own work. In the case of a gifted student, such evaluation should use his realistic estimate of his capabilities as the norm. It should involve comparison with his own previous achievements and should avoid comparison with the achievements of his class-mates—especially if he is in a heterogeneous group.²

GUIDANCE OF THE GIFTED PUPIL

The existence of guidance departments and the employment of counselors in most secondary schools is noteworthy. It is an acknowledgment of a general need and of resolution to meet that need. The necessity for competent guidance of pupils of superior mental ability is clearly indicated despite the fact that such individuals tend to be emotionally stable and to possess the stamina of character that enables them to diagnose their own difficulties.

The relationships between counseling, or guidance, and instruction are so close as to make differentiation between one and the other speculative. Certainly there cannot be effective guidance of pupils in a learning vacuum. There can be little pupil growth in stability, in satisfaction, in happiness without growth in scholastic achievement. The value of instruction varies with the teacher's knowledge of intellectual, emotional, and interest factors of pupils. Especially is this true in counseling and instructing pupils of superior mental ability, of whom authorities maintain: "In general these children are superior in mental health as well as in mental ability; they are accelerated in character development as well as in intellectual accomplishment. Contrary to popular opinion, gifted children are not emotionally unstable. If they are disturbed, the area in which gifted persons are most likely to fail are those of social relations and meeting frustrations constructively."

^aEducation of the Gifted by the Educational Policies Commission, 1201 Sixteenth Street, N. W., Washingon 6, D.C., 1950, pp. 71-73.

Mental hygiene clinicians say that problems arise from unfavorable home and/or school environment. Home handling inconsistent with superior ability may induce over-selfassertion and over-aggressiveness. Schools may fail to provide learning experiences that gifted pupils need for satisfying development. "So-called behavior problems which arise out of home and school conditions like these often represent the child's efforts to obtain the conditions he needs for his self-fulfillment." It is a struggle for self-preservation which would have been avoided under proper guidance.

Problems of four types were the most frequently mentioned by three hundred gifted high-school students studied by Ruth Strang.³ They were: (1) feelings of inferiority and inadequacy; (2) unsatisfactory human relations; (3) failure to realize intellectual potentialities; and (4) difficulty in choosing, preparing for, and entering a vocation. Problems that are disturbing of preventing expected development of scholastic growth and personality integration will be brought to light by counselors in personal contact with pupils in response to appeal from observing teachers. Their solution will be fostered by co-operation of instructors and counselors.

It is typical of gifted pupils in high schools that their personality and educational problems are unknown to faculty members. So modest and well-adjusted socially are the mentally superior as to give rise to the often-quoted statement that "they can take care of themselves." Though growth in knowledge is so rapid that the gifted pupil surpasses others of his age by two or three years, little is done to make material of courses mentally or educationally challenging. Little wonder that he loses interest and the impression becomes somewhat general that "The adolescent of a high IQ does not want to be a 'brain.' He wants to be popular with his mates."

The most challenging function and duty of the counselor is to be thoroughly acquainted with the mental ability, interests, and personal problems of students and to confide the knowledge with its implications to their particular instructors. "Although every teacher has a guidance function, many responsibilities in this area can best be handled by specially trained members of the school or college staff. Such specialists should have major responsibility for identification of the gifted members of a total school student body. They should also be asked to evaluate in terms of the 'whole child' the suitability of special provisions proposed for each gifted pupil before such proposals are put into effect."

The Educational Policies Commission make several important statements in their short discussion of guidance of gifted students. They maintain that the ability of college students to make wise decisions concerning advanced study and the choice of careers will rest in large measure on the extent and quality of the guidance they received earlier. Counselors should seek to prevent the

⁸A related but more detailed list of specific needs mentioned by high-school students is that on page 13 of an unpublished doctor's dissertation by Marcella Sea.
*Education of the Gifted, op. cit., p. 70.

making of premature decisions by encouraging exploration of wide varieties of possibilities before choosing a particular field of specialization. Gifted high-school seniors should be furnished with much information as to which colleges are best suited to serve interests and needs of each individual student. A somewhat controversial question is touched upon in the following quotation from the Commission's report:

The central purpose of guidance is, of course, to help the individual to understand himself. Toward this end, counselors of gifted students should help them face the facts of their giftedness with objectivity and modesty. The idea is sometimes advanced that parents and teachers should conceal from the gifted child the true degree of superiority which he has in respect to either intellect or special talents. But to attempt such concealment with intent to foster modesty is no favor either to the gifted or to society, for the effort is likely to fail of its purpose while also dulling ambition and generating emotional conflict. Underestimation of their own ability is much more characteristic of the highly gifted than is overestimation. . . .

Certainly gifted children and youth should not be given an exaggerated notion of the importance of their giftedness. Some may need to be reminded that intellectual superiority is not to be equated with moral superiority. If a gifted student does appear to be developing a disagreeable sense of superiority, he needs counsel regarding his responsibility for social well-being. When he fully recognizes this and also realizes the sad plight of society today, the job to be done, and his responsibility for helping to do this job should make him exceedingly modest instead of disagreeably superior." a

Multiplicity and variety of organization of secondary schools produce in turn varied types of organizations of guidance departments. One small school may have a part-time counselor who strives to classify pupils by the use of group tests. At the other end of the scale is the school with a guidance office with its staff of psychologists, mental hygienists, etc., who supply the teaching staff with the data concerning each pupil which is necessary for good teaching, counsel with pupils, and confer with parents in need of help.

One school of moderate size—about twenty-four hundred pupils and ninety teachers—which, due to the type of residents of the district, has slightly more than the average proportion of gifted children, is successful in the guidance field with the plan described below. The school recognizes three areas of counseling which they label identification, group guidance, and individual guidance. In identifying pupils of superior mental ability, they first study the cumulative cards and any other records that are gathered as part of pupil entrance routine. Intelligence and achievement tests are then administered and teachers are consulted for results of their observations and judgments of a pupil's general and special abilities, indications of his maturity both intellectual and social, his work habits, etc. Accurate records of pupil tests are filed for reference of instructors and guidance officers, and periodic retests serve as checks on mental classification and development from year to year.

^{*}Education of the Gifted, ibid, pp. 69-70.

Upon completion of identification, a working group of teachers, a faculty committee, consult with other concerned faculty members for recommendations for making provisions for students found to belong in the category of the gifted. Finally-agreed-upon recommendations are submitted to those involved in teaching the students and the co-operative steps of guidance thus continues.

Group guidance for the superior students follows the pattern for the body as a whole. First-year counseling has to do chiefly with orientation and adjustment to school regime and democratic living with mates. Guidance during this period is in the hands of social living teachers. During the second year, special stress is upon guidance in the value of education versus dropping out of school as soon as it is possible to obtain jobs. As juniors, the students are guided through the beginnings of surveys of suitable colleges and possible vocations. As seniors, the consideration of careers and colleges best suited for preparation for particular careers is intensified, with the guidance office lending its aid with its accessibility to up-to-date college catalogues, etc.

Because group guidance often leaves something to be desired for fast-learning students, they are given individual counsel by special teachers appointed to that function. If an individual student seems to need it, he is guided into leadership classes where he may work and assume responsibilities in small groups. He is exposed to experiences that take into consideration physical, emotional, and social levels of development as well as intellectual abilities and interests.

In this school in-service-training programs for teachers, administrators, and parents interested in helping gifted children are in process constantly. With such concentrated attention upon instructing and counseling the gifted, teaching methods contribute to the success of guidance. Some samples of immediate guidance teaching in mathematics, life science, and English are described briefly.

Mathematics

During the development of the basic concepts of equations in a first-year algebra class, the teacher's attention was called to the five rapid learners in his class. It is always a challenge to see what brilliant minds will do with a new phase of mathematics and the opportunity to try often brightens the subject for the brilliant minds. Unanimous enthusiasm was the reply from the five when the teacher suggested some special meetings to learn a little calculus.

The procedure evolved intense interest in functional mathematics for the pupils. During the first meeting, they began by taking a simple quadratic equation $y = x^2 + 2x + 1$, and letting y be the symbol for any change y might undergo, and x be the symbol for the change in x which produced the change in y. By the standard procedure in every college math book, teacher and student developed the formula for the exact rate of change of y with respect to x at any point on the curve of the equation.

Though there was no problem of lack of interest in the mathematics, the teacher played on the prevailing interest in science fiction by setting up problems involving the path and speed of a comet, or the acceleration of a space ship in free fall that approaches planets with gravity that is a multiple or a fraction of that of the earth. Later, when the trigonometric ratios—sine, co-sine, tangent, etc,—had been covered in the algebra course, the special students learned how to differentiate trigonometric functions and worked with some simple harmonic motion problems such as those they will encounter in physics. These same students in geometry class the following year look at a proposition and see very quickly the plan by which they will prove it.

Life Science

The teacher began working with two gifted girls on special and standard microscope slide types which involve plant and animal whole mounts, cross-sections, and longitudinal sections. In addition to the science information acquired and curiosity aroused, familiarity with the standard Spencer microscope will be built up. Further enrichment consisted of: vocational guidance in the medical field; aid and guidance in extra reading; trips of biological interest with the science club; development of some type of biological hobbies; and availability of the teacher's own library of biological books.

English

Leadership training is encouraged by dividing the class into groups of four to six students with gifted students as leaders, the primary purpose being to give training in planning group procedures, organizing materials, the art of good questioning and of maneuvering conversations and recitations, encouraging discussion, directing debate, and searching for new and more intensive fields of study for the group, thereby, for the leader himself.

Creative Writing

Gifted students with intense interest in a particular type of creative writing are encouraged to practice in that field instead of to do the daily assignments of compositions and exercises unless some marked deficiency is displayed. The desire for individual writing occurred in the case of a talented girl who writes and illustrates children's stories, a boy who writes poetry, and another girl who writes impressionistic essays. All three have done class exercises well, but much more time has been spent on their individual efforts at creative writing.

It appears this faculty does not hesitate to help pupils in advanced study of a subject or a phase of learning in which genuine interest is evident. If a tenth-grade student comprehends and can profit by using twelfth-grade material in his research, there will be no further heights to climb when he reaches them. The welfare of gifted pupils can but be safe in the hands of

teachers and counselors who strive genuinely for the promotion of that welfare under an entire school's spirit of interest.

READING IN THE SOCIAL STUDIES

The BULLETIN's title, "Reading for Gifted Students in High School," is not a misnomer although discussion is not confined to instruction in English literature. Much written material of other types contributes to both the cultural and the practical education of gifted individuals. Probably no other subject in the curriculum has so rich a supply of resource material as do the social studies. This is true not only of textbooks, of which there are many for the student to consult and compare for specific data. There are rich supplies of current books, periodicals, newspapers, etc., which give up-to-date information about current socio-economic problems.

The problem for parents and instructors, interested public and curriculum experts, is what should constitute both basic courses and enrichment material for the avid minds of pupils who should be prepared for future leadership. For teachers who are privileged to guide the learning experiences of the gifted, methods of instruction are definite problems. Courses of study may stipulate what shall be taught, and at what time in the school life of pupils any particular phase of a subject shall be presented. Authority decides what textbooks shall be used. Fortunately, methods of enriching instruction and many materials are at the discretion of creative instructors. They know the purposes of teaching the social studies. They know too the futility of teaching content subjects with the expectation that facts in any one text repeated in class recitations will be remembered after the book has been returned to the shelf. Teachers know the importance of training in skill in various kinds and aspects of reading such as the use of reference books, in taking notes and organizing ideas, and in making bibliographies.

Particularly apt to a discussion of enrichment of social studies is a paragraph written by two New York educators active in that city's work with gifted pupils. Helen L. Cohen and Nancy G. Coryell wrote:

The aims of education for gifted children should include mastery of the techniques of reflective thinking, a sense of responsibility for translating ideas into socially valuable action, a sense of morality in public affairs expressing itself through disinterested criticism of men and policies and through civic action of a high order, productive industry for the common welfare, and enrichment of life through increased sensitiveness to beauty and through increased diversification and correlation of cultural interests.

One other large American city school system expressed itself concerning its active program in the education of students of high mental ability as follows:

Enrichment programs for superior students are of a more mature nature than is possible or appropriate for average pupils. The reading materials are more advanced and the research and investigation is of a more searching type.

Enrichment programs give the superior students more opportunity to develop analyzing, organizing, and generalizing abilities. They encourage independence of thought and action in the approach to school-wide and school activities.

Enrichment programs seek to utilize and encourage the individual talents of students. Special projects for groups and individuals contribute to interest on the part of the students and the class as a whole. The class where talents are used takes on added life and meaning. Realization is fostered, on the part of the superior student, that he has a responsibility for sharing his understanding and abilities. . . . Exercise of this responsibility brings opportunities for practicing leadership and worth-while group membership.

Ideals for teachers of English-social studies are expressed in a *Progress Report No. II* of the *Co-operative Program for Students with Exceptional Endowment* in the Portland public schools. (This is the program for well-endowed student that is being carried on co-operatively by the Portland schools and Reed College. It is aided financially by the Ford Fund.) The "ideals" are quoted here for the reason that they are expressions of the belief of a school system that is practicing what it preaches.

The philosophy that governs any enrichment program necessitates cognizance of the valuable characteristics of well-endowed students. Programs of enrichment must differ from the regular programs in quantity but more essentially in quality. They must provide for pleasurable practice in the development of those mental gifts so valuable to the world. That is; they must provide the materials and the activities that will promote growth in clear understanding and critical thinking; that will foster initiative and originality in solving problems and in making plans following generalizations and well-drawn conclusions.

It is sometimes maintained that learning experiences for the gifted differ not so much in kind, but in variety, depth, and level of advancement. Without doubt the interests of the gifted are intense and persistent, and there is obvious challenge for the pupil in the attempt to solve problems in which he is interested. The challenge to the teacher lies in seeing that gifted pupils find, in the content subjects they must study, problems to be solved through research, reports, discussions, and application of generalizations.

If the purpose for the pupil in studying the social studies is to acquire knowledge of the subject matter, it must be conceded that facts made use of in the learning are more apt to become tools of acquisition of further knowledge than are those read and recited by rote. If the purpose of social studies courses in the curriculum is the enrichment of reading experiences, the end is accomplished by those creative teachers who see in every course not the limitations, but the wide fields for enrichment. They are the teachers who know their subjects and are interested in them; but they also know gifted pupils and are interested in their development through the course of instruction.

The Portland high schools conduct seminars in social studies by which they hope to "encourage and sharpen intellectual interest." Informality is encouraged within the group in choice of activities. Discussion in the group arises from individual study and reports on related topics or various aspects of a

common problem. The method leads to informal exchange and criticism in the whole group or to a summarizing of the problem by a special panel. In general, lecturing, recitation by question and answer, and emphasis upon cutand-dried answers are not approved.

A seminar course, a project, or a problem to investigate may be selected as a teaching method with rich benefit to the reading of the students. In situations where enrichment for the exceptional pupil must be carried on in regular classes, the pupil may select the field in which he is interested, as do the selected pupils in the "Independent Study" plan at Modesto High School, and he and his teachers may make up his reading list.

The goal is improvement, commensurate with the pupils' ability to learn, in knowledge of subject matter of particular courses and in acquaintance with and critical appreciation of books and periodicals. The most direct and surest way to the double goal is through some type of problem solving or research.

Superior students, in heterogeneous classes, or in more fortunate circumstances will, with the teacher's encouragement, elect to do research and report findings to the group. They will read the books in the room library, the school library, and the public library. If the topic under study is one of present interest, they will come to know periodical literature. If adequate opportunity is afforded for intelligent discussion in school and at home, two things will be accomplished. Critical judgment will be fostered and knowledge of facts will improve.

Some Successful Projects of Gifted Groups

The inventory of problems from which to choose is much wider than appears at first thought. The happy selection may grow out of the interest of pupils in some particular phase of the designated course for a particular semester. United States history as told in fiction, biography, and poetry was selected by one group because two intelligent boys questioned whether an historical novel pictured events and conditions truthfully. Of course the question was impossible of a satisfying answer by comparing one history text with one historical novel. The selection of history texts, geographies, biographies, and travel books grew to a small library. Eventually, the pupils and the teacher decided that the study of American history could be motivated through the writing and staging of a pageant of history as pictured in poetry and historical fiction. Not only was the pageant written and produced for the school and interested parents, but also the impact upon the reading habits of the pupils increased the purchase of book in the homes and the neighborhood public library.

Of course the story of the writing of the pictured episodes that made up the pageant belongs to the section on English. However, the creative writing that becomes a part of every well-selected project in social studies is an argument for that method of instruction.

The New York Joint Council on Economic Education recently published a pamphlet description of a unit on *International Trade* which was the basis of the social studies course for a ninth-grade group. The study began in a current events period when the teacher pointed out the prominence of international trade in the news. From that it grew to be a genuine research into the problem: "In the light of contemporary political and economic difficulties, how can we promote world trade and, thereby, increase the standard of living of all people of the world?" In developing their topic the pupils asked such questions as: Why should we import cheese when we can make our own? Why should we spend money developing backward countries? Wouldn't it be better if we were self-sufficient? and How can the dock strike affect me?

Such questions asked of gifted pupils would incite research through reading somewhat beyond the comprehension of the askers. The gifted would get what is desired for individuals of their mental capacity—exposure to and use of books and documents in settling their problems. They would not need a lecturer to explain that different countries must trade with each other because of differences in climate, other national resources, labor efficiency, etc. They would go on to answer the "hows" and "whys" of the present limitations, economic and political, on international trade. They would have learned that the source of information is available in print.

The capable teacher who succeeded so well with the "Pilot Project" with an average group in New York would undoubtedly have challenged the gifted in the group to rich reading experiences. These students would have learned the value of current industrial and political literature of their own country and of those with whom exchange of trade was under discussion.

"An Up-to-date Course in American History" is the title given to an experience in teaching gifted tenth-grade students. It is described by the United States Department of Health, Education, and Welfare. There are indications that the same or like courses would be especially helpful and interesting to students of exceptional ability in heterogeneous classes. It happened that the pupils of whom the author is writing had studied some phases of United States history before reaching the tenth grade. There they were faced with their state's requirement for a year of American history. They wanted to study "present problems" instead of chronological history. "The teacher found a cue in the fact that every problem of importance in the field of American history is a recurring one. The mere possibility of such a condition so challenged the pupils that they set to work on listing such problems and classifying them under general headings. Their list of eight problems that recurrently came up for solution from the year 1830 to the present date was:

- 1. Democracy engages in social reform.
- 2. Democracy engages in social conflict.
- 3. Economic revolution overtakes democracy.
- 4. Democracy establishes a world power.

- 5. Reforming democracy; the progressive era.
- 6. Mobilization to make the world safe for democracy.
- 7. Democracy again engages in social reform.
- 8. A world-wide struggle for democracy.

"Each of these units is full of present-day issues. The study of the foreign policy of the United States, of imperialistic trends for world domination, of inter-American developments, of social security measures, of labor issues fired the students with enthusiasm for attacking present-day problems on the basis of careful research and consideration of all the elements involved."

An activity such as this inevitably affords valuable opportunities for co-operative work of faculty members. The librarians would concentrate on collecting and displaying material relating to subject under study. English teachers would make lists and book collections of American literature to parallel the events of history. Public speaking teachers could make their assignments from the historical events and encourage the students to rehearse reports in speech classes before making them to their fellows in the history section. Above all, the attention of prospective leaders was focused on some of the problems of democracy and on possible solutions for them. The project necessitated much more reading of a purposeful type than would the traditional course in history.

Teachers desiring to enrich the learning of gifted pupils, even in heterogeneous classes, will see the possibilities for small groups or individual "independent study" in problem solving experiences similar to those sketched. Even the pageant of history through fiction and poetry could be written and ready for production by one highly gifted person. The value of co-operative effort would be lost and the writer would be just another one whose work failed of publication. However, the facts of history would have been learned and acquaintance with books would have been extended and intensified.

Government and civics, as each pertains to community living, are quite interesting to high-school students. Perhaps "Boys Week," with the opportunity for boys to occupy the positions of political officers, is effective in arousing interest. To be mayor for a day is worth the study it requires to be informed about the duties of the office. The government of a city or of a state touches the life of secondary-school students at so many points that interest is easily sustained. However, the history or the science of government challenges the understanding of gifted pupils.

Dr. Leta Hollingsworth, noted authority on gifted children, supervised a remarkable learning project with a group of very superior pupils in an experimental school in New York City. The problem was "The Growth of Law and Order." The study began with consideration of such simple thoughts as why rules are necessary in homes and schools, etc. It extended to the Constitution of the United States in its historical and political aspects and significance. The study covered an entire year with many visits to see government in operation and many worn out books.

On one of the days I visited the class, three boys who had returned from a visit to Washington were discussing the supreme court. It was a very interesting free discussion with many pointed questions and much note taking. Each pupil had a notebook well worth examination. Notes were classified, for example: Supreme Court. Visited by—with the names of the reporting students. It was evident that the purpose of a visit was always the study of a single phase of their topic.

The library was distinctly a political science library where people studied. It bore testimony to the amount of reading that was being done. In addition, the library of Columbia University was open to this group of students because the group was under the auspices of the University.

This was ideal teaching under almost ideal conditions. However, it is easy to imagine studies of some question of government that is of somewhat general present interest; for example, a change in the manner of electing the President of the United States. It could be undertaken by one student or a group of students who would report to the class. In all probability the study would make familiar the constitutional provisions about elections and incidentally about constitutional amendments. The consideration of a topic of this sort would introduce a whole field of books and periodicals.

Geography with its many branches, physical, mathematical, biological, political, etc. has fascination for intelligent students, especially when some question arises because of an experience of the students themselves. The experience may be actual or it may be the result of reading. So many news items and so many books about recent troubles in southern Africa could be the incentive for studying the geography of Africa. So, too, the deeply disturbing question of too much or too little water could lead to a study of the nature and value of rivers. That would necessitate a growing knowledge of geography. As a probable result, the pupils might become interested in reading the series of charming books about great rivers.

Sociology, the comparatively new science so prominent in American education, would arouse little interest in the mind of the average high-school pupil. Its deep subject matter involving so many causes and effects would be a direct challenge to the more mature minds of gifted students. They would find many questions and do much research in attempting to answer them.

The purpose of the committee, in compiling this bulletin, is not to present a catalogue of possible projects or problems. It is not to outline a method of instruction. It is rather to erect sign boards along the widening new road to satisfying the acute needs of gifted pupils for adequate education. These sign posts point to more purposeful reading as one of the direct routes.

Bibliography of Social Studies Material for Teachers

Books

Benns, T. Lee. Europe Since 1914: In Its World Setting. 7th edition. New York: Appleton-Century-Crofts, Inc. 1949. 770 pp. Comprehensive, well-written book. One of the two or three best on the period. Deservedly popular.

Brown, Ralph H. Historical Geography of the United States. New York: Harcourt; Brace and Company, Inc. 1948. 596 pp. A very readable book, tracing the history of the growth of the United States, of which a reviewer says, "A grand book, perhaps a must book for teachers of American history."

Christensen, A. M., and Kirkpatrick, E. M. The People; Politics, and the Politicians, revised edition. New York: Henry Holt and Company, Inc. 1950. 1,042 pp. Professional political scientists present facts and ideas valuable for the general reader to know. Especially useful for teachers and students.

Coon, Carleton S., editor. A Reader in General Anthropology. New York: Henry Holt and Company, Inc. 1948. 624 pp. Systematic, readable. A useful book for teachers of anthropology, sociology, and history.

Curti, M. The Growth of American Thought. New York: Harper and Brothers. 1943. 848 pp. Still a valuable book for the teacher's library. It is a valuable tool for the vitalization of high-school history courses with the introduction of the development of American ideals.

Dicken, Samuel Newton. A Regional Economic Geography. Boston: D. C. Heath and Company. 1949. 516 pp. Pressing current problems are given particular attention in this well-illustrated textbook that is probably economic geography.

Goodrich, Leland M., and Hambro, Edward. Charter of the United Nations: Commentary and Documents, 2nd revised edition. Boston: World Peace Foundation. 1949. 726 pp. The book analyzes the constitution, article by article, and supplies recent significant documents related to the U.N. Very useful in courses in history, world problems, etc.

Heaton, Herbert. Economic History of Europe, revised edition. New York: Harper and Brothers. 1948. 792 pp. A one-volume treatise, scholarly, richly illustrated, a first choice for the teacher's personal library.

MacIver, R. M. The Ramparts We Guard. New York: Macmillan Company. 1950. 152 pp. An interpretation of democracy—a call to defend it from its enemies. For all social studies teachers.

McCune, George M. Korea Today. Cambridge, Mass.: Howard University Press. 1950. 372 pp. A leading scholar has written a timely book on the history, economy, and government of Korea. He assesses the policy of America and of the Soviet in Korea since the war. This book is rated as the best on the subject.

Ogburn, William F., and Nimkoff, Meyer F. Sociology, 2nd edition. Boston: Houghton Mifflin Company. 1950. 606 pp. A general survey of sociology that is very popular with students. It is usable in sociology, economics, and social problems classes.

Ogg, Frederick A., and Zink, Harold. Modern Foreign Governments. New York: Macmillan Company. 1949. 1,004 pp. This is a factional deliniation of the historical development of the political systems of the major countries of Europe. Very good background material.

Ranney, John C., and Carter, Gwendolin M. The Major Foreign Powers: The Governments of Great Britain, France, the Soviet Union, and China. New York: Harcourt, Brace and Company, Inc. 1949. 865 pp. This is a well-organized treatise on comparative

government of the countries whose political policies it is necessary to understand in the struggle for world peace. It is said to be the best single book of its kind.

Van Doren, Carl. The Great Rehearsal: The Story of the Making and Ratifying of the Constitution of the United States. New York: Viking Press. 1948. 336 pp. The author points to the similarity of positions between the American colonies and many nations in the world today. Thoroughly readable.

Vaughn, Wayland F. Social Psychology: The Science and the Art of Living. New York: Odyssey Press, Inc. 1948. 956 pp. Since the social studies teacher is obligated to know at least one good book on social psychology and the social sciences, this is an excellent one to know. It is readable, practical, general, and particularly valuable to teachers of problems, sociology, and social living courses.

Wesley, Edgar B. Teaching Social Studies in High Schools, 3rd edition. Boston: D. C. Heath and Company. 1950. 594 pp. This text, maintaining the high standard of the first two editions, is a constant source of help to teachers, both experienced and inexperienced.

Doob, Leonard W. Public Opinion and Propaganda. New York: Henry Holt and Company, Inc. 1948. 600 pp. Inclusive, and a generally readable treatment of a subject of great importance to the social studies teachers. In teaching recent history and modern problems courses, the book will be particularly useful.

Periodicals

American Sociological Review. American Sociological Society, Maurice R. Davie, ed., Hall of Graduate Studies, Yale University, New Haven, Conn. Bi-monthly. Teachers will find this the most satisfactory general magazine in sociology. Book reviews are good. One issue each year publishes a list of research projects in process.

The American Political Science Review, American Political Science Association, Taylor Cole, ed., Duke University, Durham, N. C. Quarterly. An excellent journal publishing articles on a wide range of political science topics. It is the best magazine in its field for the high-school teacher.

Geographical Review, American Geographical Society of New York, Wilma B. Fairchild, ed., Broadway and 156th Street, New York 32. Quarterly. A very attractive scholarly journal. Good book reviews. Useful to all social studies teachers.

The American Historical Review, American Historical Association, Guy Stanton Ford, ed., Study Room 274, Library of Congress, Washington 25, D. C. Quarterly. Each issue contains about three long articles in the field of history, excellent book reviews, etc. Excellent publication, the best in the field.

Social Education, National Council for the Social Studies, Lewis Paul Todd, ed., 1201 Sixteenth Street, N. W., Washington 6, D. C. Monthly, October through May. If the social studies teacher reads only one magazine on education, it should be this one. It deals with all fields, in methods, units, content, devices, etc. The magazine has sections on books, audio-visual aids, government pamphlets, and news of social studies happenings.

READING IN THE SCIENCES

The teacher of science is able to make use of the rich variety of human and physical resources available in the environment. As a result, the science classroom becomes a learning laboratory. The exhibits, displays, reading materials, and projects found in the well-organized science classroom present a challenge to the gifted to experiment and to investigate. Interest is one of the primary

factors in creating and developing a desire to learn. Devices such as the "unexplained demonstration" are useful in stimulating reading for further information. For example, the teacher might prepare a simple demonstration illustrating pressure. This device could then be set up in the room with a card asking, "What happened?" or "Why?". Or, the teacher might read an interesting newspaper article, show a film, or perform some simple experiment to provoke questioning. Having thus aroused interest, the teacher guides the discussion and assists the pupils in exploring the various areas of investigation and in selecting appropriate reading materials for further study. To work effectively pupils should develop efficient reading habits.⁶

I. Locating Specific Information

A. The Textbook

- 1. Locating material in the index
- 2. Cross references
- 3. Table of contents
- 4. Glossary
- 5. Interpreting figures, pictures, and diagrams
- 6. Reading and interpreting footnotes
- 7. Topic headings and running headings

B. Supplementary or Reference Materials

- 1. Handbooks, yearbooks, almanacs
- 2. Bibliographies
- 3. Government publications and industrial publications
- 4. Magazines, pamphlets, and newspapers
- 5. Dictionaries and encyclopedias

II. Interpreting Reference Material

A. Aids in Understanding Reference Material

- 1. Finding main ideas in the paragraph
- 2. Following main ideas over several paragraphs
- 3. Recognizing words or phrases that in themselves are concepts or processes
- 4. Skimming intelligently for main ideas, by words or phrases
- 5. Determining the meaning of new words from context
- 6. Taking notes while reading
- 7. Outlining a topic
- 8. Summarizing and showing how it applies to the solution of the problem
- 9. Summarizing or interpreting in one's own words material from text

B. Interpreting Graphic Materials

- Obtaining information from various types of graphic material, such as circle graphs, bar graphs, histograms, line graphs, and pictorial graphs
- 2. Noting relationships shown between factors
- 3. Evaluating conclusions based upon data recorded

C. Solving Mathematical Problems Necessary in Obtaining Pertinent Data

- 1. Understanding metric and English measure
- 2. Understanding the mathematical terms used in the problem
- 3. Applying essential formulas

ocf The 45th Yearbook of the National Society for the Study of Education, 1947, Part I.

III. Problem-Solving Through Observing and Reading

A. Setting Up a Demonstration

- 1. Selecting materials and equipment needed
- 2. Working out the demonstration procedure

B. Observing the Demonstration

- 1. Identifying the important facts in the demonstration
- C. Selecting the Important Ideas Presented in Graphic Illustrations, Models,

· Displays, Pictures, Slides, Motion Pictures

- D. Verifying Results Through Selected Reading
- E. Organizing and Classifying Material
- F. Making Conclusions, Generalizations

The gifted pupil should be encouraged to gather information bearing on the problem from a wide variety of sources. Teachers can help pupils learn to be critical about books as authoritative sources of information by calling their attention to the reliability and recency of information; for example, copyright date, author's background, academic degrees, and position. It will be necessary, in varying degrees, for the science teacher to assume some responsibility for teaching the pupil the skills of reading, such as reading for exact information, comprehension, retention, and differentiating between reading for recreation and analytical reading. The teacher can help develop these skills by provoking questions and eliciting ideas. He might ask the pupil to find what point the author is trying to make and how this bears on the solution of the problem.

Background knowledge acquired through guided reading is the basis for further investigation. The reading table or reference bookshelf becomes an important part of the science room. There should be readily available within the school library sufficient science resource materials to facilitate even wider reading. Scientific magazines, industrial publications, and textbooks of college and adult level are the natural tools for the gifted pupil.

Purposeful or goal-direction reading is essential for the proper intellectual growth of the gifted student, but all work and no play leads to intellectual stagnation. Let us consider provision for what might be called "free reading." If the pupil is to enjoy his educational experience in science, he should be permitted to browse in areas of particular interest to himself, and encouraged to venture off the main topic into regions yet unexplored by him.

The study of science is not limited to the investigation and solution of problems alone. The pupil is able to develop an appreciation for science through the study of the history of science and its broad applications. To stimulate interest in the social implications of science, the teacher may ask broad questions, such as "What contributions has science made to the progress of civilization?" or "What has science done toward the improvement of health?"

Development of these appreciations requires wide reading and discussion in order to arrive at this broad understanding. Some additional areas of general

interest might be: (1) examples of problem-solving used by scientists in the past, (2) application of scientific inventions in daily activities, (3) sciences and the conservation of natural resources, (4) science and the consumer, (5) the role of science in human relations, (6) science and mental and emotional health, (7) the role of science in social and economic problems, (8) present developments in science, and (9) the frontiers of science.

Sources of Science Material Suitable for Gifted Pupils at Secondary Level Magazines

Science Newsletter-9th to 12th grades

Scientific American—10th to 12th grades; especially for the following departments: the amateur scientist, science and the citizen, and book reviews (suggestions for reading)

Natural History—8th to 12th grades; book reviews Things of Science—Science Service—7th to 9th grades

Free Materials from Industry

(Write for educational materials)

General Electric Co., 212 North Vignes, Los Angeles, California

Adventures Ahead—bi-monthly for teenagers

Motors

Turbines

Westinghouse Electric Corporation, 306 Fourth Ave., Pittsburgh, Pa. American Iron and Steel Institute, 350 Fifth Ave., New York 1, N. Y. Steelways—bi-monthly magazine

E. I. DuPont de Némours and Co., Wilmington, Delaware

Firestone Tire and Rubber Co., Akron 17, Ohio

American Petroleum Institute, 50 West 50th St., New York 20, N. Y.

If we are to gain a wider appreciation for science, then we must take the opportunity to explore the various areas of science from the purely factual to the fanciful. Scarcely a major technological advance exists that was not at one time a projected image in someone's mind. New discoveries and inventions are outgrowths of man's imagination, thinking, and reasoning integrated with his factual knowledge to produce usable ideas and devices. Effective intellectual growth is achieved when individuals can exchange freely their thoughts and ideas, interpreting and modifying the ideas in the process. For this reason, the gifted should be encouraged to read science fiction in its place. It is through the spark of an imaginative idea that man has been able to improve his environment and himself.

LANGUAGE AND LITERATURE FOR THE GIFTED

Grouping by Ability

In the subject field of English, segregated classes of a limited size and with a competent teacher have proved more likely to succeed in challenging the abilities and meeting the needs of the gifted in secondary school. The large range of abilities in the usual English class, together with its enormous

size—40 students or more—allows the teacher little time to give the rapid learners the attention they need. Activities suitable to the average student are too easily or quickly performed by the able. The necessary reteaching and repetition of basic principles of language structure are unstimulating, become boring. While the rest of the class is struggling to understand a story line, to perceive the interweaving of plots in a novel, to look up new words, fathom figurative language, the able student may fail to perform at all because the pace is too slow, or he may never ask the questions which his deeper insight prompts.

If he insists on pursuing a driving interest, two results are likely: the teacher is obliged to allow him to work on alone, or students of lesser ability are inhibited by his swiftness and comprehension. Neither outcome is best for the bright student, for the class, or for the teacher. The gifted student does not have sufficient competition to challenge his real abilities, the rest of the class comes to rely on him for the "right answers" rather than work up to their best achievement, and the teacher feels he is not effectively meeting the needs of all the students. The able student runs the risk of becoming conceited, frivolous, unpopular, or all three; the class, of becoming lax in its work; the teacher, of becoming "fragmented."

In a smaller class where all the students are of superior ability, a more demanding regime is possible. Especially in a subject like English, this arrangement produces better results. In Portland, Oregon, where this system is being worked out in collaboration with Reed College and supported in part by grants from the Fund for the Advancement of Education of the Ford Foundation, evaluation of the project by parents, teachers, and students indicates improved results and all-round satisfaction. A typical teacher comments: "I can move faster, farther, and deeper into subject matter, demand more student contribution to the course."

Importance of the Teacher

Dr. Arthur Gates has written: "In my opinion, no assignment in the entire school curriculum calls for more intelligence and artistry than the teaching of reading and literature." Success or failure of the class rests largely on the teacher's ability. To inspire a genuine interest and to develop a love of literature are her main task. The purpose is not to impart merely a knowledge of literature, for it is possible to learn a great many facts about authors, types, periods, "aspects," and "influences," and still have only a nodding acquaintance with literature. Of course, one comes to know a great many of these things while learning to understand literature and to enjoy reading books of worth. But we have ample evidence, as Robert Pooley has said, that it is possible to

⁹Wilson, Robert C., "The Under-Educated and How We Have Neglected the Bright Child. Atlantic Monthly, May, 1955, p. 60 ff.

teach knowledge about literature without developing any love of it; indeed, often to the development of positive dislike.

One of the best equipments for the teaching of English is a well-tempered enthusiasm based on love and solid knowledge of the classics. So equipped, the teacher will have a sound base for appraising contemporary writing, which he also must know in order to guide the reading of his students. It is essential in teaching literature to grasp and pass on the richness and freshness of the writer's creative imagination. This involves commentary, which can be lethal if inexpertly or clumsily handled. Too much praise or too much teacher interpretation of a work not read or imperfectly understood by the students may result in a loss of desire to read it. The teacher must have unusual sensitivity in recognizing potentialities—in work being studied and in the various students in the class. She must be adept in asking the kind of questions which will lead them to search eagerly for the truth by personal effort. Again, a question or a remark will stimulate the class to see the symbolic meaning beneath the facts, to find the personal meaning for them which the author has intended. Literature is for delight, but even gifted students do not usually discover this in high school-unless they have a gifted teacher.

Approach to Literature

"It seems to me," Dora V. Smith has said, "that literature has two missions—one is to enrich the human spirit of the individual, and the other is to give social understanding. In our program, I believe the two are equally important." The gifted student, with his intense desire to know, his deep and varied interest in ideas, long span of attention, and ability to recognize relationships and to generalize, is quite capable of winning the enrichment of spirit and understanding of people and society which literature offers.

He should, however, have the opportunity to read literature which will convey these values to him now, in his present state of maturity. Like all other young people, he too has problems of coming to terms with himself, his family, and the world. He does not have to read all the masterpieces at an early age. At the secondary-school level, the intensive reading of a small number of selections, carefully chosen for the problems of understanding which they present, suitable to the particular members of the class, and related to the times, is the correct method. At the same time, a planned program of individual reading can be developed.

In working out the objectives of the course, the teacher and students should plan together. Careful testing will indicate whether practice is required in needed areas. After using a standardized test, the teacher should make informal tests to help individual students see what they need to learn. Many bright students are prone to make careless preliminary analyses of a selection, select approximate but inaccurate answers, ignore complexity of structure, substituting

their own arrangement of the elements of a sentence or paragraph. Again, they often have difficulty with metaphores and symbolism. They lack a sense of literacy form, reading, for example, a poem as if it were a literal statement, or a play or essay as if it were a story. Able as they are, they have something to learn.

In regard to the study skills of reading, these can more economically be practiced where they are most needed—in social studies, science, mathematics, and other classes where reading for information—using many pamphlets, books, and magazines is necessary. When, however, in connection with the study of literature, the students have occasion to use these skills, the teacher of English will give them guidance. These include: (1) the organizational skills, such as note-taking, outlining, finding main ideas; (2) rate skills, such as adjusting rate to purpose; (3) locational skills, like using the index, the card catalog, the Readers' Guide; and (4) critical skills, such as reading for inferences, recognizing the author's intent.

The special skills of reading literature require time for their development—and an expert guide. "There are moments in literature which do not yield the secret of their power to any study of language, because the power does not depend on language but on the moral imagination. . . . The moral imagination is not the imagination of violence or of nescience . . . it is not literary depth psychology. It is the imagination that gives us *Anna Karenina*, *Mansfield Park*, the letters of Keats, the dramatic strength of Dickens."

That the student may learn that love of literature increases, not diminishes, love of life, he should have the opportunity for a sympathetic sharing of experience. In class, this means planning together, reading some selections as a class, fruitful discussion, and evaluation together. By developing the habit of responsibility for choosing individual reading that is worth while, and the habit of being critical, students discover many values. The first class experience should be reading a selection not too long, in order to allow expression and to develop discussion powers. After reading a story, they evaluate it in some such terms as these:

- 1. How well does the selection communicate human experience?
- 2. How true are the assumptions that are made about human nature?
- 3. How important is the experience that is being communicated?
- 4. What is the quality of the language of the selection?

The last question is the most difficult to answer, but all four have implications for the teacher and the class in making their selections of what to read, in organizing the work so that a sense of progress can be felt, and in developing activities to integrate experience.

Trilling, Lionel. The Opposing Self. New York 17: Viking Press. 1955. 248 pp.

Carlsen, George Robert, "The Dimensions of Literature," The English Journal, Vol. XLI, No. 4, April, 1952.

Building an Attitude

Although the students may have the capability of learning to read and understand a great poem or novel, bringing them to the task is frequently challenging. In other words, an attitude has to be developed, just as in ordinary classes. Among the most able high-school students are those who prefer reading factual material, science or history, and who have developed a youthful disdain for stories or poetry as being merely escape reading, fanciful stuff, unimportant to the serious business of life. That a work of art creates real persons, and that understanding it makes the same demands upon the reader as those required by a judge of people is something that only extended experience with great literature can teach them.

To lead them to that maturing experience, the teacher educes the realization that the work under consideration is worthy of attention and respect. They will grow to the appreciation that reward is proportionate to effort. Once the teacher has enlisted the pride of the students, their reluctance to be beaten in understanding a selection, their self-esteem, is challenged. With the sense of success with the work, their involuntary interest becomes voluntary. Of course, every teacher knows this. The initial problem is how to make the right reading—that is, the actual meaning of the lines—more satisfying than any other meaning.

One way is to suggest to the class that no writer supplies the full background for the reader. He cannot, for always the major part must be left for the reader to bring in. Assign the reading of a ballad such as "Edward, Edward," or "Old Christmas" as a challenge. Some preliminary questions may be asked to ensure that students know how to read poetry, perhaps some guidance, with examples from other poems, of the question-and-answer type of ballad, some leading questions such as "What happened?" "To whom did it happen?" After the reading, the students ask the questions. Then they re-read to answer their own questions. After that, the teacher asks a few penetrating questions, especially in the case of "Old Christmas," which send them back to the poem again. Finally, the meaning comes out, elicited by the class itself.

That the reader has to bring a great deal of understanding to the writing is next elaborated by means of a short prose selection, which the students are to restate. The first paragraph of Mark Twain's "Our Guides," from Innocents Abroad, is an easy one, but affords the opportunity for a number of questions about tone, what to expect on reading further, and the like. Or a paragraph from "St Exupery" can be used, one which contains action and reflection, suspense and implications. Restating such paragraphs in one's own words forms an introduction to the writer's art, in short, to rhetoric, grammar, and logic—the first three liberal arts. But it is probably not necessary to mention this.

Understanding Symbolism

So many modern stories and novels make use of symbolism, that some practice in discernment of this device is perhaps necessary. A story like James Street's "Weep No More, My Lady," (now enlarged into a whole book, Good-bye, My Lady) is more than a magnificent dog story. It is even more than a moving evocation of life in the swamps of Mississippi. A small boy reaches, through poignant disappointment, a sudden spurt towards maturity through learning what is due society. But at a deeper level, the entire story suggests the plight of man as he struggles through life trying to know right and wrong and his destiny.

When students have learned to look for the deeper meaning, they will enjoy stories and novels which reward reading with insight. Anthologies like Short Stories for Our Times, by Certner and Henry, (Houghton, Mifflin), and Great Short Stories, by Schramm, (Harcourt, Brace), are useful, as also the Atlantic Monthly, Harper's, and the Scholastic magazine, Literary Cavalcade.

Reading Plays

Another beginning is to tackle the reading of a play. Unless they have had experience, and despite their familiarity with the motion pictures and television, even gifted students do not know how to read drama from the printed page. Take one of Shakespeare's that they have not seen, for example. With these students, they might be asked to start reading, say, Merchant of Venice, without preliminary help, and silently. After they have read the first scene, ask them some questions: "When the curtain goes up, what does the stage setting look like? What action is taking place? How old are these people in the play? What is their attitude to one another? What mood are they in? When does the mood change? What does the scene accomplish for the audience?" The answers to these questions will indicate what explanations and descriptions are necessary before the re-reading of the scene aloud by the teacher (who reads aloud excellently well). Now comes the questions as to Shakespeare's language, the meaning of essential figures of speech, and the like. Not, however, so many as to impede the interest, for the play must go on rapidly.

The characters take on reality as discussion reveals their motivation and truth to life as shown by what they say, what others say about them, and what they, in fact, do. As the problem that each faces leads to the fateful turning-point of the action, suspense increases. The language of the play enchants the ear, then amazes by its variety and depth of meaning, the economy of expression. Acting out of scenes, memorizing famous passages increase enjoyment.

Some acquaintance with literature is desirable before reading Shakespeare in order that the reading be not impeded by too many stops for explanation. That is, students should be able to recognize a figure of speech, even if the explanation of it takes a little time. Before proceeding, the teacher may give a list of

unusual words or word-meanings found in the scenes to be read, as in sooth, fond for foolish, ope for open, an for if, moe for more, building up a vocabulary for reading Shakespeare. But from the first they must be able to see the characters, the settings, and to image the action from the words. Reading aloud of important scenes is necessary to appreciate the particular power of the dramatic form, the resounding impact of Marlowe's mighty line, and to visualize the action. Only after reading and interpreting the play or part of the play for themselves should they hear recordings or see films. Later, for the great tragedies, like Macbeth, Hamlet, Richard II, they might see the film both before and after reading. The main thing is to keep in mind that there is a text to read, and that the student reader is living in the present. It is reading he must learn, although he must necessarily become acquainted with some of the facts about the historical background, the life and times of the author. The writer must make him see, and the selection must be made to speak out to him by itself. The purpose of literature at this level is not, therefore, to explain the author's psychology or the social life of his age, nor is it to be read primarily as a stylistic example characteristic of a period. Until the student has read and appreciated many more works of art, he is not ready to make critcial judgments on this scale. He will grow to awareness that even after an intensive and enjoyable study of a Shakespearean play, he is by no means now fully acquainted with Shakespeare.

Filling in Gaps

Novelty in the settings of most works of literature is an obstacle to their appreciation. Most students, even the gifted, have little background of knowledge of the Bible, mythology, English or American literature, or even English or European history. They also often show resistance to choice of subject, or even to unusual figures of speech if contacts with them are not tactfully motivated.

They can learn to analyze a new metaphor by the formula: "What two things are compared? In what ways are these two things alike? Does the comparison make the meaning more vivid, clarify it, separate a single meaning, make us see something in a new way that is also true? Or is it strained, false, inaccurate?" That much of our everyday language is metaphorical, students do not realize. A little study of double metaphors, of mixed metaphors can add interest by demanding more critical reading, careful writing, exact speech.

Filling in the gaps in their literary background can be hastened by guided individual reading. In mythology, a student, probably a girl, after reading the modern novel *Homer's Daughter*, by Robert Graves, may wish to read a translation of the *Odyssey*, and from that, be interested in Edith Hamilton's *Mythology*, or *The Greek Way* and *The Roman Way* by the same author. From there, the student may be able to go on to *Antigone*.

40

Another method is that of comparative study of two novels, plays, poems, or tales—one modern, one of the past. Stephen Vincent's Benet's "The Devil and Daniel Webster" compared with Washington Irving's "The Devil and Tom Walker" come to mind. The themes of each are comparable, but the fact that Benet's story has become a motion picture and also an operetta, gives opportunity for comparison and contrast between the tale and the short story, the motion picture, and the music drama, as well as the artist's method of making a character three-dimensional rather than a stereotype, the complications of plot, style of writing, use of conversation, and the ideals of American society then and now, leading to the discovery of values which remain true for all time.

In Noble and Noble's Comparative Classics, *The Emperor Jones* is set side by side with *Macheth*, and other examples may be found. However, in a literature class, too eclectic a choice may lead to confusion. By defining objectives clearly and co-operatively with the class, and organizing the work by units, problems, or even by types or choronology, the teacher will help students to integrate their study of literature. Evaluation at intervals as they proceed enables them to perceive growth in understanding and to plan for further work. That there are the well-known and tested methods of causing learning to take place makes them no exception in the case of the gifted. In fact, with the gifted they often work better.

These students are the only ones who will ever make use of what English teachers traditionally like to teach. Matters of literary form and technique, recognition of felicitous phrasing, the exact metaphor, an unusual perception, subtle relationships of ideas can be a joy to them as new doors to delight are opened. Although other students may also learn to understand and enjoy literary technique, it is the gifted who will make use of it. But they must be led, not driven; for the real purpose is to make appreciative readers through understanding and enrichment.

Teaching Types of Literature

In order properly to understand a selection, the student must acquire a knowledge of literary form. A study of types of writing is indicated how ever it may be organized. Before beginning a course in English literature, for example, the students should know the difference in purpose which determines the form of essay or short story, poetry or prose, novel or journalistic account, history or fiction. If, in preliminary courses, they have had experience with a number of examples of each general type, they may then be able more rapidly to read and appreciate specific varieties of each as they appear in their chronological settings.

As these students come to the ninth grade, their reading has usually, and not unnaturally, been of two kinds—narration and matter-of-fact explanation.

That is, they are accustomed to reading fiction to "find out what happened," and history, science, the newspaper, or magazines for the same purpose. Narrative verse or musical ballads may not frighten them, but lyric poetry is outside the experience of most in this scientific age. The business of the teacher is to find out what each reads and what next step he should take.

Short Stories, Essays, Novels

If the class is used to the surprise-ending story, begin there. Increase the enjoyment by noting how the author secured his effects, discovering the deeper theme, perceiving the structure. Follow with one of the classic short stories, perhaps one by Hawthorne or De Maupassant, to drive home the economy required of the author in this genre. Every sentence, every word, counts towards the main effect—and there can be only one main character, one scene, one climax, one mood, or tone. Contrasting this little lesson in the classic with novels they have read, and again with good motion pictures, television dramas, one-act plays, gives them a basis for further understanding.

To increase perception of technique, the next experience may be with a story which has a hidden meaning for the reader, one like Hemingway's "The Killers," for instance. The main point of the story, as in his other "The Snows of Kilimanjaro," was not revealed in the two motion pictures. Could it have been? After the class has found out what the stories are really about, they can

answer this question.

Most anthologies have a good selection of stories of the various types. What used to be called the stream-of-consciousness story has become quite familiar even to the young. Applying the structural formula to one of these is an interesting exercise. The class might also read one of the more modern stories which seem to be merely narrative sketches. In these, they find that the ending has to be completed by the reader, from his depth of understanding and background of experience. Again applying the structural formula, the class can perceive why the author did not need to write it himself. It is all there, but a great deal of art was necessary to provide the implications.

Shifting to a reading of essays may at first seem dull. Essays are usually not dramatic, have no plots, leading characters, or excitement. Perhaps one should study essays first, unless it seemed best to the teacher to start off with an absorbing interest already present. If, however, a beginning is made with the informal essay—and there are many which are short, timely, incisive, witty, and stimulating—the students discover in the essayist a good conversationalist, a person of ideas. Moreover, he is writing what they have been trying to write in themes—only much better. The purpose of the essay evolves. As they themselves attempt to write brief essays, the value of words, the structure of sentences, the necessity for thinking becomes evident. They read and try their hand at writing various types, making use of illustrative example, description, explanation, comparison and contrast, and various other means

of expanding an idea, whichever is most suitable. Trying to write increases appreciation of good writing. They may also study editorials, if they and the teacher can find enough good examples, nothing how the writer makes his points by reasoning, clarification, or interpretation of the facts.

The reading of a novel by the class as a whole, while a procedure of long practice in schools, has been objected to, and rightly, because it usually takes all the joy out of reading that particular book. Yet students, particularly fast readers, will miss many of the finer, even the most important, values of a great novel unless they are required to find them. The problem of the teacher is to get the whole book read rapidly, say in about two weeks, and yet, by skillful questioning or discussion, promote enough study and re-reading, if necessary, to make sure that no essential value is missed. The reading of the book may thus take no longer than two weeks. Those who are more rapid, able, or experienced may be also reading other novels of their own choice for comparison—to add to the interest of class discussion—or for individual projects.

Reading a nineteenth century novel together is useful to the gifted in leading them to appreciate and read for themselves, now and later, the great novels of that period. Twentieth century writing has become so streamlined that sometimes the first quality modern young readers need to acquire in order to enjoy Dickens or George Eliot or Thackeray is patience. The long sentences, no less than the long descriptions, and the philosophical or social commentary are perennial stumbling-blocks. If the teacher has a sincere liking for these books, knows the interests and background experience of the class, he will know how to initiate his students into the enjoyment of this rich heritage. One thing they must learn is how to listen. The sound of the language of Dickens, as a passage is read aloud, helps the student to see those unique personalities, or those vivid scenes of Victorian life. Oral reading is necessary to bring out humor. Students should hear Mark Twain, too, but reading him is no problem; communication is instantaneous.

Unlike a short story, which can be read at a single sitting, a novel is a world in which the reader lives for a good many days. He comes to know its skies and its climate, and its people, of course, better than he knows those around him. When the student realizes that this is what the author is doing for him, he will, perhaps, give him a chance, and do his own part. The reader's part is to co-operate by bringing all his knowledge of life and people to the effort of understanding. In the older type of novel, unlike the modern journalistic type, the author sometimes talks directly to the reader. Sometimes various characters take up the story. At any rate, there is a point of view to be perceived. It may be not the author's at all, it may be quite foreign to the reader's experiences, perhaps repulsive. Young readers need to learn to become aware of what effect is intended. Of course there are many more aspects of the novel good teachers know how to teach. They all have their place, but probably they

all do not have to be taught in relation to one single novel, taking ten weeks to do it.

For individual reading, students need guidance in order to develop discrimination. So many novels of the present day, especially best-sellers, are of the naturalistic school, that inexperienced readers may receive a lop-sided view of life if their leisure reading includes many of this type.

Reading Biography

Students usually read a great deal of biography, for today's best-sellers are chiefly in this field. They need, however, to learn, first what makes a biography good, not merely good reading. To judge a biography, they will have to ask some questions, and do a little research. First, the obvious ones about the author, his access to sources, and his use of those sources. Compare two biographies, such as Lytton Strachey's Elizabeth and Essex and Neale's Queen Elizabeth. Which has the more objective point of view? For all the wit and charm of Strachey, is his account reliable? Can it be depended upon? There have been so many biographies, plays, and motion pictures of Queen Elizabeth the First that a project of hunting for the truth about Good Queen Bess would not be hard to carry out. Another subject for such a project is Abraham Lincoln.

After studying the qualifications of a good biography, through reading and research, the students may generalize from their experience: given that a certain biography is true and reliable, is it literature? To answer this question they may have to read one of the biographies which have taken their place among the classics: Lockhart's Life of Sir Walter Scott, Boswell's Samuel Johnson, Sandburg's Abraham Lincoln, Freeman's George Washington. Then, co-operatively, they may develop a workable definition of what constitutes literary merit.

And Poetry

The trouble with poetry is that it is not what students think it is. In this unpoetic age, almost all of them think it is (1) rhyme, (2) pretty, (3) unnecessary. Teachers like it and we have to study it, but it has no relation to our own lives, to the world of ideas, or to growth in understanding anything. To overcome these misconceptions, the teacher needs to move warily.

It may be well to start where the students are in their experience of poetry, with narrative verse. They enjoy the sound, the rhythm, and the story. Bright students, in the relaxed atmosphere and enjoyment of the class, may ask, or be led to ask, questions about versification, figures of speech. To introduce them to the fact that poetry can state succinctly and dramatically some home truth about ordinary people, they might read "The Death of the Hired Man." After they have understood the story, they might develop their perception of what poetry is: this poem is not "pretty" and it does not rhyme—why is it poetry?

Why did Robert Frost not tell this as a story? How would it have to be changed if it were a short story, or an essay? What does poetry do? These points are not to undergo such intensive explication that all interest dies. Perhaps just asking the questions is enough before going on to another poem.

The next one is a contrast, like Walter de la Mare's "The Listeners," which suggests more than it says. This one they should apprehend just by listening as it is read. Their comment will determine the discussion. Sometimes, at this beginning stage, not much comment is necessary. When the magic strikes, it is better to let it take hold before going into intellectual analysis. At this point, it is time to let individual students choose a poem they would like to read or hear. There are a number in the textbook, of course, and more in the library, but there should be several books of poetry in the room library. The teacher has a right to choose one, too. During this reading they learn the connotative quality of words.

After they have become familiar with imagery and have learned that the sense of a line usually carries over to the next, they may be introduced to the lyric. Now they have to get down to fundamental thinking. They must elucidate the meaning and test it and prove it. Images produce ideas and are produced by ideas. They produce emotions and are produced by emotions. Students learn that the more consistent the imagery, the more clear the meaning, the more moving the poem is. Paraphrasing a poem is a method most revealing of the power of language. A poet of ideas who conveys his meaning chiefly in images suffers dismally from logical paraphrase. Yet one cannot read just anything into a poem. Students learn that the words alone do not make the meaning come clear. The reader's thought, imagination, and emotion together operate to bring out the meaning.

Poetry should be part of every English course. As students study the various types—the epic, the ode, the elegy, the sonnet—they learn the patterns of verse and the traditional imaginative conceptions. As they read, they define emotional attitudes, and are prepared to discover changes. Much of modern poetry is obscure to many because traditional connections between image and idea, attitude and emotion are upset. Unless such poetry defines an attitude the young people can appreciate, its reading should be postponed.

Testing and Evaluation of Experience

Frequent evaluations, or tests, are part of the teaching method. Most of the tests should be short, so that answers can be read while the interest is high. The questions should challenge the ability of the class to identify clues, to realize comparisons, to perceive interrelationships of character, scene, and action, to reflect upon values. Some questions test the vocabulary—not only the literal meaning, but the connotations, the emotional impact. All the questions should be interesting. Because the class wants to know the reaction to what they have written, and because the ensuing discussion is necessary to promote further

undertanding of the selection being studied or the undertaking of the next—the papers must be read and handed back the next day.

The teacher has selected various answers to be read aloud—often several answers to one question for comparison and discussion. Both ideas and method of expression are to be featured. This discussion of the test answers is planned like a radio program. Pupils learn that real thinking is asked for as well as terse expression. Correctness of spelling and structure are of course necessary. The first tests are easier until the students learn what is required. With the growth of their power of interpretation and command of the language of literary discussion, the tests become more difficult, making use of their experience background.

Various types of tests are used. Some are open-book tests, some are one-word answers, some are made by the students themselves. But they all meet the main objective of the course—to increase enjoyment in reading. They also help the students to note their progress as maturing readers.

As they develop a specific skill, they are tested on it; for example, after learning the various patterns for following a line of thought, they are given a selection to analyze. After studying various types of humor, they may be asked to contrast two selections, and tell how the author secures his effects. Or from memory they can cite examples of different types. These are run-of-the-mill assignments, but sometimes necessary. If they are brief and conducted briskly, they are often more enjoyable. The gifted are more interested in purpose than mere lessongetting. The appreciation of humor, of satire, irony, understatement, and all the more subtle types of wit requires not only intelligence but also a background of historical, political, and literary experience not often possessed by young readers. Even if the humor is beyond them, the gifted will need to know what they are missing, with an eye to future reading.

John Gehlman¹¹ has cited an interesting assignment for developing an appreciation of the need for background in understanding allusions. He asks each student to bring to class a joke or a cartoon to which he does not see any point. He says, "Such an activity is very revealing. Recently in one of my classes a cartoon was submitted, in which a mother mouse was saying to several of her children, 'And never, never go near a house that has a beaten track to the door.' No one in the class could see why anyone would think this funny." Perhaps, if all the class were gifted, someone might recognize the allusion. Perhaps not.

In a time of such rapid change as our own, a time when children have been a target for mass communication media, a teacher may except many lacunae in the literary backgrounds of secondray-school students. At the same time, of course, the teacher makes use of the potentialities of radio, television, and motion

^{11 &}quot;Competence in Interpretation of Literature," Improving Reading in All Curriculum Areas. William S. Gray, editor, Univ. of Chicago Press, Supplementary Educational Monographs No. 76, November, 1952, p. 209.

pictures for helping students to appreciate the older medium of interpreting the world in which they live—books.

Conclusion

The ways of teaching literature mentioned in this section are intended to suggest methods to be used. They are not complete, nor do they exhaust the possibilities. The resourceful teacher can vary and intensify the assignments. Real success in developing love of literature and ability to interpret the more adult types of writing depends upon the teacher. His own enjoyment and appreciation of literature may be communicated by contagion, if he also knows and understands each individual student. Then he may be able to achieve his purpose of teaching them to distinguish between the lasting and the ephemeral, to recognize truth to human experience as contrasted with the stereotyped, the glamorous, the false, and to make them aware of the many areas of life to which a balanced program of reading may contribute.

Although we have stressed the desirability of separate classes for gifted students, providing them is not always feasible. While waiting for better provision for these students, teachers can begin by helping them as much as possible even in an undifferentiated group. As Margaret Neuber of Penn State University suggests, "Simply be on the lookout for children with breadth of interest, creative ideas, ease of expression, insight, and ability for abstract thinking." 12

The Role of Paper-Bound Books

There is disagreement among educators about many aspects of education for the intellectually gifted students. To segregate or not to segregate; to begin specialization early or to emphasize broad acquaintance with human knowledge; to concentrate on academic studies or to include vocational, recreational, and creative subjects in the curricula of mentally superior adolescents—these are some of the hotly debated areas of uncertainty and dispute. Despite these differences, however, there is one aspect of education for the gifted on which all schools of thought agree: superior students must be led to and given opportunities for wide, varied, and mature reading. Only through such reading can the potential leaders of the future receive the information, the background of ideas, and the stimulation which will enable them to use their powers fully and constructively. The need is recognized, but the means for meeting it are often difficult to obtain.

Few teachers and librarians feel wholly satisfied with the amount of reading material which they are able to provide even for their "average" students. Libraries are rarely adequate. Books, magazines, and newspapers are increasingly expensive. At budget-making time no pressure groups appear to plead the cause of books before boards of education. The desperate need for buildings and

¹⁸ Teacher's Letter, February 7, 1953.

equipment and teachers forces school trustees to economize wherever possible. It is not surprising that lay board members, untrained in educational matters, often think of library and textbooks as being less vital to education than are cafeterias and shop equipment. Books are bought for average students; the gifted suffer.

A possible answer to the problem of providing superior students with a wide variety of reading matter has appeared in the new phenomenon of the paper-bound book. This technological miracle gives promise of becoming as valuable an adjunct to teaching as the motion picture has already become, without the cost and complexity which the latter medium involves. The paper-covered book deserves examination.

At first, paper-covered books made no claim either to quality or to permanence; their only advantages were low cost and easy accessibility. Educators and publishers of conventional books tried to pretend that these newcomers to the world of print did not exist; if their presence was recognized, it was usually in the form of a pronouncement to the effect that the whole enterprise would be as ephemeral as was the reputation of some of the authors whose works appeared in paper bindings.

But, surprisingly, the new book form survived and flourished. Quality began to improve. Publishers experimented with reprints of standard works (usually of fiction) on which copyrights had expired. Dressed in lurid covers, these reprints were first offered to readers as blood brothers of the spicy potboilers with which the paper-book business had begun. To the amazement of cynics, these reprints sold, and sold well. Emboldened, some publishers put good nonfiction on drugstore display racks. People bought these books, too. "How-to" books and works on science were followed by poetry, philosophy, drama, and literary criticism. Established contemporary writers accepted commissions to write specifically for paper-book publishers.

There is now available, in paper covers, at prices ranging from twenty-five cents to a dollar a volume, a large segment of the great thought and literature of the world. This is a fact which educators cannot afford to ignore if they are to be faithful to their educational responsibilities. The fact is of particular importance to the teachers of students whose intellectual capacities and needs are great.

How can paper-covered books be made to serve gifted pupils? Several ways have already been tried. Others will of course suggest themselves to alert teachers. First, the outstanding student can be encouraged and helped to build for himself a personal library in his particular field of interest, even though he is alone among his classmates in having that interest. Personal ownership of great books, in any field, can lead to the thoughtful rereading, comparison, study, and reflection which help the intelligent student to increase his knowledge and develop his viewpoint. True, such a library is not permanent. But

is not "permanent" a relative term? Will the gifted youth who meets Plato in the impermanent paper binding learn less from the Athenian than if he first met him clothed in tooled leather? Will John Dewey's Reconstruction in Philosophy be either less valuable or less difficult to read in soft covers than in hard? And surely Shakespeare's sonnets. . . . The permanent collection of books can come later.

Second, each classroom can have a classroom library of paper-bound books. This will neither replace nor compete with the central library of the school; it will not, in most cases, be a substitute for a textbook. Rather, it can be a means of introducing the intellectually curious members of a class to a wide range of written matter of high quality. Browsing is easy in the relative intimacy of a classroom; a helpful teacher is readily available. The superior student, who finishes assignments far ahead of the rest of his class, can put to valuable use the time which might otherwise be dissipated in idleness or mischief.

Third, the paper-covered book can serve a valuable social purpose by helping to combat one of the characteristics of our cultural climate. That characteristic is anti-intellectualism. Mistrust, fear, and even antagonism toward ideas and the media which purvey them are, unfortunately, widespread in contemporary society. Perhaps this attitude is more prevalent among adults than it is among adolescents; if so, the latter need help in escaping the infection. Quite possibly some administrators and some teachers reflect this feeling. Whatever the adult situation may be, the paper-bound book offers to the gifted high-school student the opportunity to read widely and deeply without exposing himself to the stigma which the frequenting of libraries often brings. The book which can be bought in a drugstore is less apt to cause its reader to become known as a "brain" than is the conventional tome. In many communities it is unhappily true that, in order to remain in good adolsecent standing, the gifted student must avoid at least the appearance of being interested in things of the intellect. This the paper-bound book can help him to do.

Fourth, the paper-bound book can be used to provide a general enrichment of curricular materials at a very low cost. Some school districts actually offer selected paper-book titles for sale to students at student-body stores. Others include paper-covered books on reading lists issued in specific courses. All students, but especially gifted ones, are thus given opportunity to read very widely in the preparation of special reports and projects. The great advantage here, it must be repeated, lies in the fact that purchases need not be restricted, as of necessity they are with expensive books, to those titles which will benefit the majority of students. Instead, there can be a catering to the needs of a minority—the minority which will probably lead the world in the next generation. Budgetary limitations need not deprive the gifted boy and girl of the best of what man has set down on paper.

Perhaps the best way to show the wealth which is now available in paper covers is to group some of the titles which have appeared recently. This is a very small sampling, covering a short period of time. The following list is merely a slight indication of what can be bought at the same price as that commanded by comics and "fan" magazines.

Science:

The Sea Around Us—Rachel Carson
The Life of the Bee—Maurice Maeterlinck
The World of Copernicus (Sun, Stand Thou Still)—Angus Armitage
Viruses and Man—F. M. Burnet
Microbe Hunters—Paul de Kruif

Government and Politics:

Thomas Jefferson on Democracy—Saul Padover, Ed. America in Perspective—Henry Steele Commager The Prince—Niccolo Machiavelli Russia—Bernard Pares
Theory of the Leisure Class—Thorstein Veblen

Philosophy and Religion:

Philosophy in a New Key—S. K. Langer The Meaning of the Glorious Koran Song of God—Mahabharata-Bhagavad-Gita Out of My Life and Thought—Albert Schweitzer Meaning of Evolution—G. G. Simpson

Literature:

New World Writing (four volumes)
Introducing Shakespeare—G. B. Harrison
Leaves of Grass—Walt Whitman
The Inferno by Dante—John Ciardi, trans.
The Golden Treasury—F. T. Palgrave

The Arts:

Ballet in America—George Amberg
Beethoven—J. W. N. Sullivan
W'hat To Listen for in Music—Aaron Copland
Woodcuts of Durer—Barlow
Russian Icons—Rice

Here is a challenge to the schools. This is a new tool; educators must learn to use it, especially to help their gifted students. It is not *the* answer, but it surely is *an* answer, to one of the great problems of education.

Permabooks Suitable for Sale to Students in the Book Project in High Schools in the City of New York

Beau Geste—P. C. Wren
Beau Sabreur—P. C. Wren
Bennett's Welcome—Inglis Fletcher
Best Loved Poems—Edited by Richard Charlton MacKenzie

Beyond the End of Time-Edited by Frederick Pohl

Bright to the Wanderer-Bruce Lancaster

Bugles Blow No More-Clifford Dowdey

Chad Hanna-Walter D. Edmonds

A Concise Treasury of Great Poems-Louis Unterneyer

Crossroads in Time-Edited by Groff Conklin

Crusade in Europe-Dwight D. Eisenhower

Famous Scenes from Shakespeare-Compiled by Van H. Cartmell

Gentleman's Agreement-Laura Z. Hobson

Gone With the Wind-Margaret Mitchell

The Greatest Book Ever Written-Fulton Oursler

The Greatest Story Ever Told-Fulton Oursler

Green Dolphin Street-Elizabeth Goudge

Guard of Honor-Iames Gould Cozzens

Immortal Wife-Irving Stone

Killers in Africa-Alexander Lake

Kon-Tiki-Thor Heyerdahl

The Lost World-Sir Arthur Conan Doyle

Lusty Wind for Carolina-Inglis Fletcher

Lydia Bailey-Kenneth Roberts

Men of Albermarle-Inglis Fletcher

My Lord America-Alec Rackowe

New Standard Book of Model Letters for All Occasions-Leo J. Henkin

Perma Cross-Word Puzzle Dictionary-Compiled by Frank E. Newman

Perma Rhyming Dictionary-Langford Reed

The Plymouth Adventure-Ernest Gebler

Queen's Gift-Inglis Fletcher

Rainbow in the Royals-Garland Roark

Raleigh's Eden-Inglis Fletcher

River to the West-John Jennings

Roanoke Hundred-Inglis Fletcher

Rogne's Honor-Anne Powers

Scarlet Cockerel-Garald Lagard

The Scarlet Patch-Bruce Lancaster

The Shadow and the Glory-John Jennings

Shadow of Tomorrow-Fred Phol

The Shorter Bartlett's Familiar Quotations

The Silver Chalice-Thomas B. Costain

The Story of the Bible-Hendrik van Loon

Thunder in the Wilderness-Harry Hamilton

Toil of the Brave-Inglis Fletcher

Trumpet to Arms-Bruce Lancaster

Venture in the East-Bruce Lancaster

Word Power Made Easy-Norman Lewis

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Terman, Lewis M., and Melita Oden, "Major Issues in the Education of Gifted Children," Education Digest, vol. 20, No. 4, December, 1954. Gives good answers to the arguments so frequently met when discussing the education of gifted children.

Terman, Lewis M. Scientists and Non-Scientists in a Group of 800 Gifted Men, Psychological Monographs, General and Applied, No. 378, Vol. 68, No. 7, 1954, 44 pp.

Discusses pertinent differences between these two groups of gifted.

Wedemeyer, Charles A., "Gifted Achievers and Non-Achievers," Journal of Higher Education, Vol. 24, No. 1, January, 1953. Reports on a study done at college level. Out of 102 students, 79 per cent were achievers, 22 per cent non-achievers, 29 per cent of non-achievers were above the 90th percentile. Between one fourth and one third of most intelligent students not achieving. Serious problems for counselor and those responsible for planning college offerings.

Witty, Paul, editor. The Gifted Child, New York: American Association for Gifted Children, D. C. Heath and Company. 1951. 338 pp. A compilation of articles written

on all phases of gifted children by people who are authorities in this field.

Wolfe, Dael L., et. al. Human Resources, The Needs and the Supply. Pittsburgh: University of Pittsburgh Press. 1951. 64 pp. Five lectures delivered at a conference on Human Resources and Higher Education at the University of Pittsburgh. Discusses future needs for scientific and specialized personnel along with identification, encouragement, and development of talented youth.

SOME SUGGESTIONS ON THE TEACHING OF CREATIVE WRITING

The normal young child is a creative human being, and a communicative one, if we define creativity as building new forms from already existing materials. The child who calls hail "thunder stones" is being creatively communicative.

However, adults, in their eagerness to guide children to conform in ways considered essential in our society, tend to discourage original or non-conformist behavior. Consequently, by the time a child is able to write, his creativity has either remained undeveloped for lack of encouragement or has been crushed. As Albert Einstein has said, "It is nothing short of a miracle that the modern methods of instruction have not yet entirely strangled the holy curiosity of inquiry; for this delicate little plant stands mainly in need of freedom." The same seems to be true of creativity.

It is the teacher's opportunity and responsibility to provide specific stimuli, incentive, guidance, and training-in-skills so that meaningful writing may result. Creative writing can help the teacher in every required and elective English class for it helps the pupil to grow not only in skills like capitalization, spelling, and punctuation, but also in the recognition of the "meaningfulness" of these mechanics. It helps in his observation and analysis of the world around him; in the understanding of his own inner world—its needs, its motivations, its mechanisms—and in the elation and deep satisfaction that come from sharing creative expression with others.

When it comes to a discussion of the basic objectives of education, creative writing holds its own important place. Whether the objectives be as simple as, "The well-rounded growth of an individual is a basic aim of education," or more extended, as are the Ten Imperative Needs of Youth, a creative writing makes a definite contribution. In the above-mentioned Ten, for instance, creative writing meets the four following needs:

All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.

All youth need to be able to use their leisure time well.

All youth need to develop respect for other persons, to grow in their insight into ethical values and principles.

All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to listen and read with understanding.

Or again, from the Report of the President's Commission on Higher Education, 15 three objectives apply to the creative writing field:

To understand the ideas of others and to express one's own effectively.

To understand and enjoy literature, arts, music, and other cultural activities as expressions of personal and social experience, and to participate to some extent in some form of creative activity.

To attain a satisfactory emotional and social adjustment.

In attempting to meet whatever objectives we set for ourselves, it will be helpful to compare the present-day approach to the teaching of writing with the traditional approach.

¹⁸ Barr, A. S.; Burton, W. H.; and Brueckner, L. J. Supervision. New York: D. Appleton-Century Company, Inc. 1938, p. 187.

¹⁴ Planning for American Youth. Washington 6, D. C.: National Association of Secondary-School Principals. 1951, p. 9.

¹⁸ W. L. Werner, "College English for American Democracy." College English, 10:210.

Traditionally

- 1. Teaching was by uniform assignment.
- 2. Teaching was based primarily on literary form.
- 3. The main source of material was the external world
- 4. Subject matter was limited.
- 5. Emphasis was on the development of the product and the discipline of achieving technical perfection in form and mechanics.

Today

- 1. Teaching is based on the experience of the pupil as he is made aware of that experience.
- 2. Teaching is based primarily on the needs of pupils.
- 3. The main source of material is the pupils internal world and its relationship to the external world.
- 4. Subject matter is unlimited.
- 5. Emphasis is on the development of the pupil and the discipline of deciding what one wants to say and of finding the specific words which will most effectively communicate the author's thoughts and feelings.

This present-day point of view is suggested in the following quotations:

Growth, rather than art, then, is the aim of creative expressional activities. Any growth, it must be remembered, is from within. It is personal. It can be stimulated from without, but it cannot be imposed.10

The real objective of teaching creative writing is the development of the pupil's capacity for creative experience.17

Creative writing occurs when the pupil recognizes the dignity and value of his own experience, and when he imposes on that experience the discipline necessary to an attempt to transfer it to others.16

Any writing which forces the writer to discover new words for old thoughts, or to the discovery for himself of new thoughts, however trite the phrases in which they are couched, is creative writing.10

In what we here distinguish as creative writing, the source of the material is within the student's real or imaginative experience, and the writing is "free" in the sense that the student has chosen his own material and is seeking his own most adequate form of expression.80

No amount of playing about with words or phrases will ever make anyone a good writer. Words are nothing in themselves; it is what goes on in the writer's mind that matters. 31

So we find that creative writing attempts to stimulate first the awareness, then the expression, and later the analysis of each student's individual responses to his internal and external experiences. This expression is viewed in relation to the contribution it makes to the writer himself through

the interest and value in reliving past experiences

¹⁶ Parker, Roscoe Edward. Principles and Practices of Teaching English. New York: Prentice-Hall, Inc. 1937, p. 189.

¹⁷ John T. Frederick, "The Place of Creative Writing in American Schools," English Journal.

¹⁰ Ibid., p. 11.

¹⁰ Parker, Roscoe Edward. Op. cit., p. 186.

²⁰ Conrad, Lawrence H. Teaching Creative Writing. New York: D. Appleton-Century Company, Inc. 1937, p. 17. 81 Anonymous.

the fascination in discovering meanings, motives, ideas, correlations, impressions through the process of writing. "Thoughts summon words, and word bring thoughts in turn."

the growing consciousness of one's capacities, one's characteristics, one's patterns, paralleling the growing consciousness of similar components in others.

growth in the ability to be accurately verbal

growth in the ability to free the meanings entrapped in the words of others the deep and lasting satisfaction resulting from exercise of one's creativity.

Perhaps the greatest single contribution that the teacher of writing can make toward the development of the "whole child" is to create a conviction on the part of students that all material for creative expression comes from the artist's own experiences, conscious and unconscious, real and imagined; and that, in order to write, one must be able to recognize every moment of his own living as "material" for writing.

Gradually, written expression comes to be viewed in relation to its communicability, and the world of form, precision of word choice, emotional effect of sound, word connotation brings unity to substance and structure. The pupil comes to

realize the function of writing skills and to perfect their use through personally motivated learning

gain respect for himself, his ideas, his feelings

look with more analytical eyes upon himself and his relationships and so to grow in self-understanding

begin to analyze the actions and feelings of others, and so to grow in understanding his world

sense the "greatness" of creativity, and so to grow in appreciation of all creative arts.

Although some examples of classroom techniques are sketched briefly elsewhere in this discussion, these are merely suggestions. Each teacher will find his own ways of stimulating awareness and creativity and writing production in whatever courses he may be teaching. Basic guideposts to all sound teaching are the needs of the pupils being taught. An example of a "set" of needs worked out by a senior high-school class and worded by the teacher follows:

Each person needs to learn to recall with clarity, to identify, and to communicate effectively a personal emotionalized experience.

Each person needs to learn to become observant and analytical of an emotionalized experience in another and be able to communicate that experience effectively.

Each person needs to learn to see himself in relation to members of his own family and to see those members as individuals with feelings and needs and problems.

Each person needs to learn to sense how others might feel in an experience he himself has not had or witnessed.

Each person needs to be able to face problems and make constructive decisions about them.

Each person needs to learn to think through, gather information about, and analyze things that frighten, puzzle, or disturb him.

Each person needs to be able to sense and accept varied individual reactions to the same experience.

Each person needs to learn to convince his parents of his trustworthiness and maturity.

Each person needs to prepare himself for some of the unpredictable experiences confronting individuals in a complex society.

Each person needs to come to realize that each moment holds a stimulus for the writer who can see.

Each person needs to be able to accept some of the inconsistencies, faults, disappointments in life with growing objectivity and humor, and to differentiate between those about which he can do something and those about which he can do nothing.

Each person needs to control the tendency to generalize about individuals on the basis of obvious characteristics or group belonging and to accept persons on the basis of individual worth.

Each person needs to explore the latitudes of language and to be provoked into thinking about the wonder of words.

As one can sense, the basic motive behind the teaching of creative writing is the development of greater sensitivity, understanding, and maturity through the expression of experienced, observed, and imagined life situations, and skill in the communication of these in words on paper.

Suggested Pattern of Work

The pattern of work in creative writing will depend to a certain extent on the teacher, on the nature of the class, on the maturity of the students, and on the extent to which time is devoted to writing. This simple schedule worked well on the secondary level:

Motivation (planned and prepared by the teacher)
Writing of rough draft (always done in class)
Author's evaluation and, where necessary, re-writing
Class evaluation and, where necessary, re-writing
Teacher's evaluation, and, where necessary, re-writing

With some students there is, of necessity, much teacher evaluation and rewriting going on during the creation of the rough draft. However, when the teacher's analysis and the student's polishing are too thoroughtly done before the manuscript is read to the class, much of the opportunity for the recognition and identification of weaknesses is taken from the students, as is the satisfaction of observed improvement from hearing two drafts of the same story.

The classroom teacher will come to recognize stimuli to creative writing in all of her daily experiences as well as in the experiences of her students. Recording daily observations in a notebook may help teacher and pupils at times when someone says, "I have nothing to write about." An example of a manuscript based on a "daily observation" is to be found at the end of the section dealing with poetry.

Evaluation of Manuscripts

One of the major strengths of a course in writing can be its method of manuscript evaluation. Evaluation should come from the writer himself, from the class, and from the teacher. If off-campus help is available, a stimulating procedure is to have students hear a tape recording of a professional writer's (or literary critic's) evaluation of student manuscripts. Also of value is the commentary of students in a comparable class in the same or another high school. Preparation of manuscripts for contribution to magazines, contests, and newspapers also stimulates critical evaluation and gives impetus to further writing and polishing. There are many methods for organizing the "criticism" of manuscripts. One procedure follows:

Each pupil chooses a pseudonym, known only to the teacher and the pupil, which he uses on all his manuscripts.

Each submitted manuscript carries a note indicating whether it is to be read aloud by the author, by a specified student, by a volunteer student, or by the teacher.

On evaluation day the teacher appoints a "strengths-critic" and a "weaknesses-critic," each of whom takes notes and, at the end of the evaluation period, summarizes the classmentioned strengths and weaknesses for each manuscript read.

Each pupil hands in, at the conclusion of each evaluation period, at least one strength and one weakness for each manuscript read during that period. These unsigned comments are collected, screened by the teacher, and later handed to the authors concerned.

Autographed copies of Best Poetry of the Week and Best Prose of the Week as chosen by the class, and Teacher's Poetry and Prose as chosen by the instructor appear on display either in the room or hall.

Kept in each pupil's notebook is a record of the characteristics of good writing, items being listed one at a time as they are studied and understood. The last few minutes of each evaluation period are spent in discussing these in the light of the day's manuscripts if they have not been discussed during the reading period.

Evaluation day can be the most eargerly anticipated part of the creative writing program, and the avenue of great progress for individual authors.

Literary Form

Literary form, too often the main objective in writing courses, should, on the secondary level, be a means rather than an end. The study of fixed forms in poetry, of types of essays, of styles of writing all broaden the understanding of the endlessness of modes of expression, give practice in versatility for the young writer, and help make convincing the principle of unity between form and substance. The continuous emphasis, however, should be on the development of the student's individual style, allowing form to be an outgrowth of the subject matter and emotional tone the writer wishes to communicate.

Poetry

An approach, other than through form, for stimulating the reading and writing of poetry, is suggested below.

A. Create an atmosphere of freedom from fear about poetry.

- Quote and discuss from Archibald MacLeish's "Ars Poetica" the last line, "A poem must not mean, but be." Because children should have the security of knowing
 - a. they will not be required to "explain" the poetry they read,

- b. young people and adults can enjoy poetry without fully understanding its meaning. (Coleridge said, "Poetry gives most pleasure when only generally and not perfectly understood.")
- depth of understanding grows with experience in life and experience with poetry.
- 2. Discuss Robert Frost's comment that there are only two types of rhythm in the English language: regular and irregular iambic. Because students need to be taught that even though there may be highly technical aspects to poetic structure, poetry can be enjoyed without technical knowledge, just as a car can be driven without a knowledge of mechanics.
- 3. Quote and discuss Maxwell Anderson's comment from an address given before the Carnegie Institute: "The supreme artist is only the apex of the pyramid; the pyramid itself must be built of artists and art lovers, apprentices and craftsmen so deeply imbued with the love for the art they follow or practice that it has become for them a means of communion with whatever has become highest and most admirable in the human spirit. To the young people of this country I wish to say, if you now hesitate on the threshold of your maturity, wondering what rewards you should seek, wondering perhaps whether there are any rewards beyond the opportunity to feed and sleep and breed, turn to the art which has moved you most readily, take what part in it you can, as participant, spectator, secret practitioner, or hanger-on and waiter-at-the-door. Make your living any way you can, but neglect no sacrifice at your chosen altar.

"It may break your heart, it may drive you half mad, it may betray you into unrealizable ambitions, or blind you to mercantile opportunities with its wandering fires. But it will fill your heart before it breaks it; it will make you a person in your own right; it will open the temple doors to you, and enable you to walk with those who have come nearest among men to what men may sometime be." Because young people need to know that through participation in a creative art, no matter how minor that participation, one associates with the great minds and hearts and spirits of all ages and so enriches his own being.

4. Read and discuss "To Yourself" by Witter Bynner. Because young people need to know that the simple experiences of daily life are the materials of which poems are made, and that fragments which may seem insignificant at one time may become motivation for writing another time.

²² New York Times, An address given before Carnegie Institute, October 17, 1937.

5. Read and discuss the quotation by Albert Schweitzer, "Just as a tree bears year after year the same fruit and yet fruit which is each year new, so must all permanently valuable ideas be continually born again in thought."²³ Because young people need to know that

> a. whatever ideas they express, no matter how many times "someone has written about that before," or how distant from a pre-conceived idea of poetic subject matter they may

be, they are acceptable,

b. the multiplicity of ways in which similar ideas have been expressed is one of the wonders of creativity. Just as no two persons are identical, so are no two ways of saying "the same thing" identical,

c. the process of putting ideas into words on paper helps us assimilate ideas more than do thinking, talking, or reading. At a convention of the Southern California Association of Teachers of English at Riverside, California, on March 12, 1955, Robert Pooley said, "There is no single skill in language arts that has more significance for the totality of education than writing."

6. Show that you have overcome your fears about poetry by admitting that there is poetry you do not understand, and poetry that you do not enjoy. Be able to accept, even though you may not class them as poetry, such contributions as

"Roses are read,

Daisies are yella,

What's a puer

Without a puella."-Anonymous

And be able to join in the fun sincerely when your pupils produce such gems as

"Roses are yellow So is this daisy;

They think I'm stupid:

I know I'm just lazy."

"Daylight is bright

Night light is dim.

I'd rather die

Than dress for gym."

"I like Jim,

I like Jack,

²² Albert Schweitzer: Out of My Life and Thought. New York: Henry Holt and Company. 1949, p. 223.

But after dancing with them, Oh, my aching back!"

"Roses are red And so was my pater When I said, "Twelve o'clock," But got in much later."

- 7. Discuss Max Eastman's comment, "The surest path to the experience of poetry lies through making it."24. Because young people need to experience, recognize, and articulate the "good" feelings they have within themselves when they have done something creative, and differentiate, as philosophers and psychologists differentiate, between the spectator and the participant, between real experience and vicarious experience.
- 8. Discuss Saroyan's comment to young writers: "Look at the world: look at people. Listen to the world: listen to people. The most magnificient things are found in the most ordinary people and events." Because young people need to be helped not only to look at the world, but to see the world, and to recognize the fact that each moment of each individual's life bears the substance from which literature is made.
- 9. Read and discuss John Donne's famous quotation, "No man is an iland, entire of it selfe; every man is a peece of the continent, a part of the maine: if a clod bee washed away by the sea, Europe is the lesse, as well as if a promontorie were, as well as if a mannor of thine friends or of thine owne were; any man's death diminishes me, because I am involved in mankinde: and therefore never send to know for whom the bell tolls; it tolls for thee." Because each individual needs to be aware of his bond with all humanity.
- 10. Read and discuss from Edna St. Vincent Millay's "Renascence" the lines beginning with "For my omniscience paid I toll . . ." Because young people need to be helped to understand and develop the ability to empathize which is so essential to effective adult living.
- 11. Read widely to them from poetry that is easily acceptable on the basis of emotional appeal, subject interest, age-level appeal, or provocative thought. Because making friends with poetry, like making friends with people, is easiest where a readily observable common bond exists. (Much of the poetry a teacher may wish to read to her classes may not appear in anthologies available in classroom sets. Since there is much to be gained when pupils can see poetry

²⁴ Eastman, Max. Enjoyment of Poetry. New York: Scribner's. 1951.

as the teacher reads it, the projection of poems from slides proves a valuable Jevice.)

- 12. Provide simple incentives for pupils to read widely and purposefully from a rich classroom library. Building such a library may tax a teacher's ingenuity, but books may be brought by pupils, given on permanent loan by friends, picked up at second-hand bookshops, donated by bookshop owners known to the teacher, borrowed from the school and local libraries. Scrapbooks of favorite poems contributed by semester after semester of pupils should be included. Suggested incentives: While browsing during a class reading period, look for one poem which
 - a. you think the class might enjoy hearing. (Reading aloud by pupils should not be forced. A teacher might say, "You may read it aloud, I'll read it aloud, or you may ask someone else to read it aloud.")
 - b. has some humor you'd like to share with the class
 - c. has a very unusual title
 - d. has a title you would like to change
 - e. has an unusual or vivid figure of speech
 - f. presents an idea you'd never thought of before
 - g. talks about something you've always felt or thought but never really put into words
 - h. characterizes a person (Have you ever known anyone like this person? What were the differences between them? What were their similarities? Can you put this into words? You might start by saying: John was ———— while Jim was ————.)
 - has a rhyme scheme you like (Put the rhyme scheme on the board.)
 - j. has a rhythm you like (Write one or two lines on the board.)
 - k. deals with three somethings (''Jane found a poem dealing with three people. Can anyone else find a poem dealing with three anything? How many different significances can you think of relating to three? What common sayings can you think of? Like, 'Three's a crowd,' 'Three on a match,' 'The third time's the charm,' 'If at first you don't succeed, try, try again.'")
- 13. Read as many definitions of poetry as you can find. Because students need to know that there is no simple, universally accepted definition of poetry. Houseman said, "I can no more define poetry than a terrier can define a rat, but I think we both recognize the

object by the symptoms which it provokes in us." ("What do you suppose those symptoms are?")

- B. Create situations in which success in creativity is achieved fairly easily and quickly. Because success is a welcoming hand.
 - Write two-word couplets as captions to pictures displayed around the room. Examples: Shy Guy—Quiet Riot—Regal Eagle—You Too?—Proud Cloud—Spring Fling
 - 2. Write last lines to limericks.
 - Write original versions of "Roses are Red," "I Never Saw a Purple Cow," "On Top of Old Smokey," nursery rhymes, and other wellknown songs and verses suggested by the class.
 - 4. Write parodies of popular songs in which much of the wording of the original may remain the same, slanting them to specific use: class songs, school songs, Valentine songs, etc.
 - 5. Change singing commercials to advertise new products. (Having read of the tons of rubber particles given off by tires and absorbed by smog and breathed, one pupil suggested a slogan for the Los Angeles Chamber of Commerce: More bounce to the ounce!)
 - 6. Write acrostics based on your own name or the names of others.
 - 7. In other words, use any device to bring pupils to exclaim, "Gee, I've written a poem!"
- C. Read and discuss references to poetry found in commonly read periodicals. Because students need to know that poetry is not just something out of the past; that since it has continued through all the ages of man as a major form of communication, it must be worth getting acquainted with, and that it has a place in the daily lives of many people in today's world. Examples:
 - Time Magazine, September 13, 1954: "What is the most perfect line of poetry in the English language?"
 - 2. Los Angeles Mirror-News: the column "Let's Explore Your Mind" by Albert Wiggam carried the question, "Which is nearer the 'truth': 'facts' of science or 'romance' of poetry?" The answer: The late William Lyon Phelps "proved" poetry contains the most "truth." He pointed out that when scientists buy a book of poetry, they pay large sums for first editions, but when they buy a book of science, they take only the latest editions, because they have themselves proved that previous editions are wrong.
 - After reading excerpts from Ogden Nash, discuss the relationship between Palgrave's Golden Treasury of English Verse and Nash's Golden Trashery of Ogden Nashery. Compare: Nash, page 99,

with Palgrave, page 4; Nash, page 58, with Palgrave, page 319; Nash, page 242, with Palgrave, page 149.

- Time Magazine, January 10, 1955: "Of Time and the River," by Thomas Wolfe, quoted in Rand MacNally advertisement.
- D. Plan stimuli for writing that appeal to a variety of moods, emotions, needs, and interests.
 - 1. Discuss and write about "What-Would-You-Have-Done?" situations from their own lives. Example: "You are a teenager with a driver's license. Your father has lent you the family car for a date on condition that you let no one else drive it. Someone in the crowd insists on driving. What would you do?"
 - Present the class with a title and see how many ideas for poems, or actual poems, can be produced.
 - 3. Have each pupil list the things he likes most as perceived by each of five senses. Encourage expression in poetic form. Read Elinor Wylie's sonnet, "Down to the Puritan Marrow," Richard le Gallienne's "Catalog of Lovely Things," and Dorothy Parker's "Inventory." Lines from "The Great Homer" by Rupert Brooke.
 - Discuss the implications of inanimate objects. Have each pupil choose one object to think and write about. Read "Walls" by John Russell McCarthy, "City Roofs" by Charles Hanson Towne, and "Mending Wall" by Robert Frost.
 - Write serious and humorous epitaphs. (The epitaph is an excellent outlet for aggression as one can tell from John Dryden's

"Here lies my wife: here let her lie!

Now she's at rest-and so am I!"

Read "Epitaphs" by Countee Cullen, "Epitaph" by Dorothy Parker.

 Experiment with combining, amplifying, or changing proverbs. *Example:*

"Now I'm in a quandary,

I'm really losing sleep.

If he who hesitates is lost

Why look before you leap?—Ricky Dunn

- Compare words of popular songs and poems with similar themes, rhyme schemes, etc. Example: Song "Joey" by Weiner, Kriegsmann, Salmirs—Bernstein, and "The Look" by Sara Teasdale.
- Discuss ideas for which we have no single words in the English language. Try to create new words. Examples:
 - a. Find a synonym for "teen-ager."
 - b. Originate a word meaning "former wife."

c. Create combined words like "smog."

- 9. Clarify definitions of similar items. Example: Answer the question, "What's the difference between a burro, a donkey, a mule, and an ass?"
- 10. Write a title to a picture and include one figure of speech.
- 11. Using one of the figures of speech written by the class, extend the image by listing supporting evidence for the original statement. Examples:

"The wind is a rustler:

It sweeps swiftly over the plains creeps stealthily around houses herds cattle into dark canyons frightens the fearful is here today and gone tomorrow The wind is a rustler."

"My love is as varied as the ocean.

It is uncontrollable and treacherous when the wind of jealousy blows But when the sun of happiness shines

It is deeply contended and serene and lets its tide carry it in and out at will."

- 12. Describe anything (person, place, thing, experience) using details apparent to only one of the senses.
- 13. Build a poem based on ideas which come to you as you think about the line, "The clock cuts time into little bricks and walls up the past with them."
- 14. Write about the ideas which come to you as you think about Shaw's comment, "If you must hold yourself up to your children as an object lesson, hold yourself up as a warning and not as an example."
- 15. Do you agree or disagree with William Faulkner's statement, "Man is man's most dangerous enemy"? Write about anything that comes to mind that would support your point of view. Try to show by someone's action that you agree or disagree.
- 16. Use "daily observations" which each pupil compiles in his notebook as motivation for writing. Example: I saw a girl enter the aud late, in the dark, and creep up to a pillar and stand there.
 - a. From the point of view of the observer: She was short and it was tall. She was dark and it was light. She was soft and it was hard. Yet each with each was silent.

b. From the point of view of the girl:

I move silently into the still, filled dark,
grope awkwardly for sure support,
tentatively finger the air for textures recognizable,
scrape painfully against grit-grains of wall,
caress electrically rough wool, sleek satin,
then find you, my pillar, my anchor in the lessening light.
I can be silent with you.

Prose

Whatever the motivation used, the products may be prose or poetry. The wise teacher will react welcomingly to both, giving no indication that she considers one "superior" to the other, and gradually most of the members of her class will make efforts at expressing themselves in both forms. A few suggestions which have proven particularly successful in motivating the writing of prose follow:

- A. Projects based on "needs" worked out by class and teacher
 - Need: to learn to sense, interpret, identify, and put into words the emotional tone of human relationships.

Needed is a "situation" picture, never before seen by any members of the class, depicting three or four individuals in what is not an immediately clear relationship or incident.

After silent observation of the picture, each pupil writes down one word naming, as accurately as he can identify it, the emotion expressed by each individual in the picture, numbering words to correspond to the numbered figures in the picture. After all suggestions are written on the board, much discussion about shades of meaning follows (with dictionary and thesaurus help) and each person encircles the word he finally feels best describes each person pictured.

Pretending that this is an illustration for a short story, each pupil writes a caption for the picture, a title for the story, and names for the characters. Next, first sentences are written, and the writing period is on its way.

As always, the pupil may write anything he wishes: any length, form, subject. Whether the word "story," "composition," or "manuscript" is used in discussing writings depends on which word is most likely to allow freedom of expression. With some groups, the word "story" would mean any written prose. With others the word might imply definite literary form. It is up to the teacher to establish a conviction on the part of her students that any work is acceptable.

Need: To learn to recall with clarity, to identify, and to communicate effectively a personal, emotionalized experience.

For a few minutes at the beginning of the period, each pupil rapidly lists names of specific feelings or emotions, reads his list to himself, and checks one word which recalls an incident in which he felt the named emotion.

With dictionary and thesaurus, words which do not name emotions are eliminated; synonyms, antonyms, and various forms of the same word are discussed.

The remainder of the period is spent in telling, on paper, the story of the experience in which he felt the emotion he checked.

For the individual pupil who says, "I can't get started," suggestions like, "Just tell it the way it happened," or "Pretend you're telling your best friend about it," or "At first don't worry about how you say it, just get the ideas down on paper," may help.

To the pupil who is still unable to get started, the teacher may say, "Tell me about it," writing down the first sentence or two the pupil relates. Then, "Well, here's the beginning for your story! Now tell the rest on paper just the way you were going to tell it to me."

Need: To learn to sense how others might feel in an experience the writer himself has not had.

A real-life incident (the daily papers are full of suggestions!) is related by the teacher. In discussion, students list the various persons who might have anything to do with such an incident, each pupil choosing to "be" one of the characters. On paper, each relates in any form he wishes any aspect of the incident he wishes, changing or supplying any "facts" to meet his needs.

This type of "role-playing" often brings attitudes, actions, responsibilities in relation to basic life values to mind for the first time. Such activity can perform a major function in suggesting modes of behavior for emergency situations and in clarifying ethical concepts. Some suggested incidents are:

How would you feel and what would you do if you found something of real value on the school grounds and knew no one had seen you?

How would you feel and what would you do if you were driving a car and hit a pedestrian?

How would you feel and what would you do if you had promised folks you'd be home at a certain hour and your friends called you "chicken" for not staying out later?

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

How would you feel and what would you do if a friend asked to copy something from a test you were taking and you knew it was wrong?

How would you feel and what would you do if the child you were caring for hurt himself because of your negligence while you were on the phone?

B.. Writing based on conversation:

- 1. Monologue
- 2. Dialogue
- 3. Soliloquy
- Parallel soliloquy (two entirely different reactions to the same situation)
- Three-way conversation (teenager on phone with younger sibling or parent at elbow)
- 6. Radio script
- 7. One-act play

Book Reports

Since formal book reports tend to limit the reporter's opportunity for creativity, varied ways in which students may be stimulated to share their reactions to reading are suggested below. As a springboard to the stimulation of variety and individuality in the expression of reactions to reading, certain premises should be considered:

There is no virtue in having the class conform to one pattern for all book reports.

There is definite educational value in having each pupil present several different types of reports.

Allowing only for the written book report continuously rewards those who write fluently and penalizes those who can draw, speak, act, or do other types of presentations, as well as those who work better with a group than alone.

One grows in his ability to communicate by seeing, hearing, and sensing the reactions of others to what he has to say.

Book reports may become a varied, stimulating, creative experience for both individual and group rather than a paper-checking chore for the teacher and a monotonous ordeal for the class.

Since one of the purposes of sharing reading experiences is the stimulation of reading interests in others, teachers need to plan for this sharing process.

Since one of the bases of sound education is meeting the needs of the many, teachers need to devise ways in which the non-academic students, comprising half of our national secondary student body, can gain confidence in their ability to take an equal part in class presentations and ways in which the gifted student can learn to accept and understand the limitations and contributions of others.

Since the sharing of reading experiences among adults is usually in the form of the friendly letter, informal dialogue, or informal group conversation, it is the responsibility of the teacher to provide practice opportunities and direction for such reading reactions.

The following list of suggestions for book reports was compiled over a period of three years by one teacher who allowed her pupils freedom of expression in sharing reading experiences.

A. Written reports

A friendly letter involving reactions to a recently read book

Two letters: one from the author submitting his manuscript for publication, one from the publisher accepting or rejecting the manuscript; both telling why

A series of letters (a correspondence) between any two characters in a book, between one character and the author, between the author and his literary agent or a literary critic, between two authors, between the author and director of the book in play, radio, or movie form, etc., etc., etc., etc., etc.

A monologue, dialogue, playlet, poem, expressing or interpreting the major conflict, the major mood, the major action, or the major character .

A column of literary criticism

Reporter's interview with author or any one of the characters, with the director or star who is making the picture, TV or radio play, stage play

Diary of one of the characters

Analysis of a major character through things said (direct quotations) by him, about him, and to him

Comparison of book and movie, book and play, book and comic book version, abridge and unabridged versions

Student interviews with several recent readers of a book (Local and school librarians can be of help here.)

Letter to the author (really mailed) and possible answer

Writing new ending, justifying change and showing it to be consistent with characterizations, mood, theme, etc.

New title, justifying change by analysis of weakness of original and strength of new one

Actual interview with literary critic of local paper

B. Oral reports

Informal talk in form of scene at noon depicting two students eating lunch and discussing a book

Imagined talk by author and readers

Reading of part or parts, justifying choice and indicating relationship to the whole

Scene showing director instructing cast, assuming story is to be filmed Radio interview with author

Panel about theme, characterizations, etc.

Debate: Resolved that the ending was true to the character of the hero Pantomime with class guessing characters (in situations where entire class has read story or novel)

Reading from a movie or radio play, or TV script based on novel, indicating difference in preparation of various scripts

Comparison of several professional reviews

Telephone conversation, usually monologue, with class members writing down questions they think other party has asked

Improvisations growing out of character, conflict, plot

Sales talk during book hour by local librarian, bookstore owner, etc.

C. Visual or graphic book reports

Newspaper of at least one page (particularly adaptable to historical fiction or non-fiction; excellent project for two or more students)

Original dust jackets (including student-written summary sentence of story, introduction of characters, and one-sentence comments by "literary critics").

Playing cards illustrating characters, setting, and action, with captions. (One girl who said she just *could not write*, agreed to find pictures illustrating the major aspects of her novel and to write a one-sentence caption for each. She chose playing card backs for illustration, wrote a paragraph (!) about each, ending with a 400-word book report judged one of the five most interesting that month!)

Slides as guide to talk

Chalk talk

Maps

Costume sketches

Stage settings

Cartoons

Models-houses, theaters, etc.

Diagram of plot organization

Photographs of actual or similar scenes to illustrate another student's talk or written report

Visits to related places—exhibits, lectures, restaurants, international house, lectures, plays, etc.

Obviously the above categorization is artificial. Almost any of the above suggestions can be carried out orally, graphically, or in writing, by individuals or by groups, by combining methods and/or media.

Once students feel the freedom to express individuality and creatively, they will suggest and devise and enrich to their hearts' content, to the teacher's amazement, and to the class' enthusiastic anticipation of book reports. As a result the teacher will find real satisfaction in fulfilling her obligation to encourage young people to read about, talk about, and think about the books they have read.

Conclusion

Teaching is its own reward where the adult allows himself the freedom to allow his pupils freedom from entrapment within rigid forms of traditional correctness. Consideration of the following points may lead the way to the successful teaching of creative writing.

Creative expression cannot be forced, but it can be stimulated. The most important part of getting pupils to write is getting them to feel they can write.

In reacting to a pupil's early efforts, a teacher needs to spare the red pencil, noting at least one strength for every weakness. Often the one strength is as minute (yet as definite) as one fairly well-chosen word.

The major emphasis in the beginning must be on thought and feeling, not on mechanics or form. Pupils should be instructed first, to write, not letting doubts about spelling, punctuation, etc., hamper the flow of idea; and second, to re-write and polish, making a manuscript "look as good as it really is."

Situations should be created whereby evaluation of manuscripts and checking of errors in mechanics can be done by classmates to facilitate the individual and group growth towards higher standards of writing. A helpful technique is to use but one mark for all types of errors, forcing the student to discover the type of error checked.

A teacher will find much richer and more meaningful production where no limitations are placed on subject matter, style, length, or form. The teacher should be the first to see all manuscripts (except where authors themselves have shown their manuscripts to others) and should be the sole judge in deciding what may or may not be appropriate for classroom reading. It is the teacher's responsibility to practice understanding acceptance of each pupil, his views, and his writings, even though his material may not be usable for group sharing. It will take real skill on the part of the teacher at times to guide criticism from discussion of a political or

religious point of view expressed in a manuscript to the writing aspects of that manuscript.

The teacher, too, should write, carrying through on whatever projects he has planned for his classes, for there is no end to the development of insight and skill through writing, and "elation and deep satisfaction" come to pupil and teacher alike.

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NASSP To Publish Spotlight

The Spotlight newsletter to high-school principals, formerly prepared and distributed by the U. S. Office of Education, will be published by the National Association of Secondary-School Principals, it has been announced by Executive Secretary, PAUL E. ELICKER. In its fourth year, this bimonthly newsletter will be known as NASSP SPOTLIGHT on junior and senior high schools. The first issue under the NASSP sponsorship will be No. 19, November-December, 1955. Every member of the NASSP in good standing will receive a complimentary copy of the first issue. This 4-page publication will appear five times a year. Subscription price will be \$1 per calendar year. Send your subscription to begin with the January-February 1956 issue to the

NASSP SPOTLIGHT 1201 SIXTEENTH STREET, N.W. WASHINGTON 6, D. C.

A NATIONAL LOOK AT OUR SCHOOLS

JOSEPH C. MCLAIN

IN LATE November an historic event will take place in the nation's capital. Two thousand educators and lay citizens will hold the White House Conference on Education, the first such symposium ever called by a President of the United States. This meeting will climax state-wide educational meetings held over the past year in 53 states and territories, to survey and study the Nation's vexing school problems and search for solutions. U. S. Commissioner of Education S. M. Brownell has called the program "the greatest stocktaking in educational history."

The accent of the White House Conference appears to be on citizen participation, for the lay citizens taking part outnumber professional educators. In conferences held by the states, the ratio is about 11/2 to 1. At first glance such a ratio may seem to discriminate against educators. But a second look indicates nothing could be further from the truth. Public Law 530, which authorized the Conference, specified that it be "broadly representative of educators and other interested citizens from all parts of the nation." It is significant that, written in the law, educators are mentioned first. The chief state school officers and state departments of education have played an important role in making possible the state conferences. Educators-many of them members of the National Education Association—are serving as consultants to the Presidential Committee in charge of the program. One third of this Committee is composed of educators. Educators are doing much of the spade work and behind-the-scenes labor for the national conference; educators are being counted on to follow through with the work when the Conference is over. Both educators and lay citizens are necessary to make the White House Conference on Education a success. The emphasis on citizen participation is important to bring in fresh ideas and new approaches to educational problems, and to arouse the general public into taking positive action to improve the schools.

The idea of getting educators and lay citizens to co-operate in a gigantic drive for over-all educational improvements was proposed by President Eisenhower in his 1954 State-of-the-Union Message. He emphasized to the nation the seriousness of the shortage of teachers and facilities, and asked the American people to hold grass-roots meetings to decide how to meet these and other school needs. The program of state conferences would conclude with a national meeting where findings could be pooled, analyzed, and reported.

Congress appropriated a preliminary sum of \$900,000 to finance the program. Of this amount, \$700,000 was set aside to be apportioned among the states if they wished financial help in holding their conferences.

Joseph C. McLain is Principal of the Mamaroneck Senior High School, Mamaroneck, New York and Member of the Committee for the White House Conference on Education.

A 33-member Committee was appointed by the President to conduct the program. This Committee represents a broad segment of American interests and leadership. Eleven members are educators, and the remaining twenty-two are drawn from business, industry, religion, clubs, publishing, radio-TV, labor, agriculture and other fields. The chairman is Neil H. McElroy of Cincinnati, Ohio, president of Procter and Gamble Company. The vice-chairman is Dr. Finis Engleman, Connecticut State Commissioner of Education. The Committee's function is to help the states which ask for aid in planning and holding conferences, conduct the White House Conference, and prepare the report to the President.

President Eisenhower is Honorary Chairman of the Committee. Clint Pace of Dallas, Texas, is the director of a central and field staff organized to coordinate conference activities and to serve as a clearinghouse of information.

Within four months after the first meeting of the Presidential Committee in December, 1954, all 48 states, the District of Columbia and the Territories of Alaska, Hawaii, Puerto Rico, and the Virgin Islands had joined in this voluntary educational crusade. Here was a project not just for those of us in education to tackle, but for the public in general. Here was an opportunity for the American people to know their schools and educators better, to take a comprehensive look at their schools and to take positive steps to improve them.

The Citizens' Workbook for Educational Conferences, published by the staff of the Committee, and in use by thousands of conference participants, contains the following statement:

An appraisal of school statistics reveals unpleasant facts. Based on widely accepted standards of the past decade or two, we are now in danger of shortchanging a whole generation of our children.

Why is this so? We have heard a great deal about shortages of classrooms, of teachers, of supplies, of money, and of understanding. We have heard too that these shortages were created, on the one hand, by an increasing birthrate and, on the other, by a public which has been apathetic about its schools, and it is often stated that our schools will be exactly as good as our people want them to be.

The accomplishment of people in thousands of communities in improving their schools gives evidence of what can be done with knowledge and determination. President Eisenhower stated, "The proposed national conference and preparatory state conferences will be most important steps toward obtaining effective nation-wide recognition of these problems and toward recommending the best solutions and remedies."

The Presidential Committee, aware of the magnitude of the task and of the responsibility invested in it by the President, met at the onset of the program to determine Conference goals. The Committee decided to concentrate on the following objectives:

- 1. It would further knowledge, appreciation of, and interest in education.
- It would try to arouse greater numbers of citizens to face their responsibilities toward education.
 - 3. It would seek to analyze the current condition of our educational system.

4. It would seek to accelerate school improvements by example and inspiration.

5. Its report to the President on educational problems would include recommendations insofar as possible for their solution.

Because education covers such a broad scope, and the conference program time is limited, it was necessary for the Committee to determine where to draw the line. At the first meeting, the following resolution was adopted:

It is recognized that education, interpreted broadly, includes education from early childhood through adult levels, as provided in the home, school, church, and many other institutions, public and private.

The most immediately pressing problems are to be found in the elementary and secondary schools since they are already faced with the great increases in enrollment which will not affect post-high school institutions until later. For this reason the Conference will give primary attention to the broad and general problems of elementary and secondary school education, but will consider these problems in relation to our total school system of education from primary school through the university.

SUBCOMMITTEES AND SUBJECT INTEREST

The Committee also selected the topics to form the national conference agenda, so that efforts could be concentrated in specific areas considered most urgent. Subcommittees were named subsequently by Chairman McElroy to make exhaustive studies of six subjects in advance of the White House Conference. Expert consultants were appointed to assist each group.

The subcommittee on "What should our schools accomplish?" is headed by Dr. James R. Killian, Jr., president of Massachusetts Institute of Technology. The consultant is Dean Francis Keppel of the Graduate School of Education, Harvard University.

The subcommittee on "In what ways can we organize our school systems more efficiently and economically?" is headed by Dr. H. Grant Vest, Colorado State Commissioner of Education. Consultants on this subject are: Dr. Howard Dawson, director of Rural Service, National Education Association; Dr. Eugene Lawler, professor of education, Florida State University; Dr. Howard E. Wakefield, project co-ordinator of the School-Community Development Study, Ohio State University; William J. Ellena, assistant director, Rural Service, National Education Association.

The subcommittee chairman for "What are our school building needs?" is W. Preston Lane, Jr., Ex-Governor of Maryland. The consultant is Dr. W. R. Flesher, professor of education, Ohio State University.

The subcommittee on "How can we get enough good teachers—and keep them?" is headed by Mrs. Rollin Brown of Los Angeles, president of the National Congress of Parents and Teachers. The consultant is Dr. Ray Maul, assistant director of the Research Division, National Education Association. A special advisory committee of seven educators has been appointed to assist this group. These are: Dr. L. D. Haskew, dean of the College of Education,

University of Texas; James C. Stone, California State Department of Education, Sacramento; Mrs. Melvina Liebman, director of elementary education for Dade County, Miami, Florida; Mrs. Mary McCollom Martin, elementary-school teacher, Eloy, Arizona; Dr. John W. Headley, president of South Dakota State College; Dr. Eileen Stack of Chicago, principal of Farragut High School; and Dr. J. Chester Swanson, superintendent of schools, Oklahoma City, Oklahoma.

The subcommittee on "How can we finance our schools—build and operate them?" is headed by Frank C. Moore of Buffalo, New York, president of the Government Affairs Foundation, Inc. The consultants are: Dr. Edgar L. Morphet, professor of education, University of California; Dr. Robert L. Mills, registrar of the University of Kentucky; Dr. R. L. Johns, head of the Department of Educational Administration at the University of Florida; and Mr. C. William Anthony, assistant supervisor of research of the Maryland State Department of Education at Baltimore.

The subcommittee on "How can we obtain a continuing public interest in education?" is headed by Jesse G. Stratton of Clinton, Oklahoma, past president of the National School Boards Association, Inc. The consultants are Dr. Paul J. Misner, superintendent of public schools at Glencoe, Illinois, and president-elect of the American Association of School Administrators, and Dr. Morris S. Wallace, head of the Department of Educational Administration at Oklahoma A. and M. College.

A special subcommittee on national organizations is headed by Miss Margaret Hickey of St. Louis, Missouri, editor of the Public Affairs Department of the Ladies' Home Journal. This group is working to enlist the support and cooperation of national organizations and their local affiliates.

Each subcommittee is preparing a detailed report of its findings. These reports will be sent in advance to the White House Conference participants to help them prepare to take part in the discussions. The subcommittee reports, along with the results of the state and national conferences, will be incorporated into the report to the President on the "significant and pressing problems in the field of education."

Throughout the nation, educational conferences are being held in towns and villages, in large cities and state capitals. Some are discussing the problem areas of the national conference agenda; others are concentrating on an agenda of their own devising, in keeping with local needs. With a few exceptions, by the end of this month (October) most of the states and territories will have held their conferences on education. Over 3,900 community, county, and regional conferences have been held or will be held in 27 states. When the national conference is held, all 53 states and territories will have held their conferences, and will be ready to report on their findings.

The White House Conference on Education will, be held November 28-December 1, using the facilities of two large Washington hotels. Of the 2,000 or more conferees, 1,400 will represent the states. The remaining 600 or so will be selected from national organizations, members of Congress with legislative responsibilities in education, foreign observers, and others chosen by the Committee. The plan is to divide the group into panels of no more than ten persons, so that each participant will have the maximum opportunity to make his contribution to the meeting.

The number of conferees from each state has been calculated on a population basis, with the minimum number set at 10. The following chart indicates the number allotted each state:

Alabama25	Kansas16	New Hampshire. 10	Tennessee27
Arizona10	Kentucky24	New Jersey41	Texas67
Arkansas15	Louisiana23	New Mexico10	Utah10
California 98	Maine10	New York123	Vermont10
Colorado11	Maryland20	North Carolina34	Virginia29
Connecticut17	Massachusetts 40	North Dakota10	Washington20
Delaware10	Michigan55	Ohio68	West Virginia 16
Florida27	Minnesota25	Oklahoma18	Wisconsin28
Georgia29	Mississippi18	Oregon 13	Wyoming10
Idaho10	Missouri33	Pennsylvania86	Dist. of Col10
Illinois73	Montana10	Rhode Island10	Alaska10
Indiana33	Nebraska11	South Carolina18	Hawaii10
Iowa21	Nevada10	South Dakota10	Puerto Rico 18 Virgin Islands 10

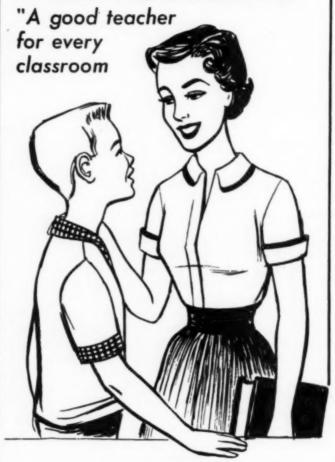
The states, of course, are at liberty to send whom they please to the White House Conference. But the Committee has advised against the domination of state groups by any single interests in education, such as curriculum, finances, teacher problems, or facilities. The Committee has also recommended to the states a standard of selection to help choose their Conference representatives. These are that participants be as varied as possible in terms of racial, religious, political, economic, and social backgrounds; that preferably they be composed of individuals who took part in local or state conferences; and that there be a ratio of two or more non-educators to each educator.

Extensive work in recruiting citizen interest is being done by two independent organizations—the National Citizens Commission for the Public Schools and the National School Boards Association. These groups are working closely with the Committee for the White House Conference on Education to help advance the conference program plan.

The White House Conference does not expect to provide all the solutions to our educational troubles, nor does it expect in this brief period to make sweeping educational changes. It does hope, however, to find solutions to some of the more pressing problems that are endangering the education of our children. It hopes, also, to have sparked a lasting citizen responsibility toward education that will cause 1955 to go down in educational history as the significant year in American education.

YOUR INVESTMENT IN

TEACHERS



MEET YOUR CHILDREN'S TEACHERS

AMERICAN EDUCATION WEEK
NOVEMBER 6-12

Part II

THE 25th ANNIVERSARY OF THE NATIONAL ASSOCIATION OF STUDENT COUNCILS

This section is devoted to a history and development of the National Association of Student Councils, first organized in 1931, and a directory of member councils during the school year 1954-55.

A HISTORY OF THE NATIONAL ASSOCIATION OF STUDENT COUNCILS, 1931-1956

GERALD M. VAN POOL

THE December, 1931, issue of the Journal of the National Education Association carried a news item on page 344 which was of interest to student councils: "An organization of student body presidents was effected at the Los Angeles convention [of the National Education Association]. The student body presidents who attended the meeting expressed the desire to become affiliated with the National Education Association as a department. The organization adopted five objectives:

 "Establishing a medium for exchanging ideas relative to student activities of both extra and regular curriculum.

2. "Organizing of high schools into a closer relationship for the purpose of becoming acquainted with activities and progress of other schools.

3. "Acquainting leading educators with the activities of youth and securing any data for the students that the administration might desire.

"Moulding closer relationship between students and the school administration, and

5. "Working toward international good-will by international correspondence and the exchanging of information and ideas."

The meeting at which this new student organization was formed—the National Association of Student Officers—was not accidental. For a number of years, some sessions of the National Education Association annual convention had been devoted to the problems of student councils. For example, in 1927, during the National Education Association convention in Seattle, a session was held to consider the following topics: "The Place of Student Councils in High School Administration," "The Why and How of Student Councils in High Schools," and "Why Student Government Sometimes Fails."

The faculty chairman of that meeting was N. Robert Ringdahl, Student Council Adviser of the Roosevelt High School, Minneapolis, Minnesota, and long a leader in student council activities. It is significant to note that one topic discussed in a general session was, "Should a Permanent Organization Be Formed for Those Interested in These Problems, with a Program for 1928?" There were other meetings: in Minneapolis, in 1928, again under the direction of Mr. Ringdahl; in 1929, in Atlanta, Georgia, under the direction of Clair Sweetman Epler, Girl's Vice Principal of the Luther Burbank Junior High School, Los Angeles, California; in 1930, at Columbus, Ohio, with Stanley M. Hastings, Principal of the O'Keefe Junior High School, Atlanta, Georgia, serving as

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president; and, finally, in 1931 at Los Angeles when the new association was consumated.

WARREN SHULL, AN ACTIVE STUDENT OFFICER

There were only a few students and advisers at this meeting, chief among them being Warren Shull, the active and dedicated president of the high-school student council in Sapulpa, Oklahoma. According to an article in the National Education Association Journal, December, 1931, we learn: "... this movement for the organization of student body presidents had its origin in the Sapula, Oklahoma, High School where thirteen student body presidents met on November 24, 1930, for the purpose of forming an organization within the Oklahoma Central Conference District. Practically the same objectives were approved in the Central Conference District as were later approved at the national convention of student body presidents in Los Angeles, California. Following the forming of the Oklahoma District organization, presidents attending the meetings from other districts later began to work upon the same plan."

In a letter to E. H. McCune, then principal of the Sapulpa High School and one of the pioneers in the activities leading to the formation of the national association, Warren Shull wrote in 1951,

As you remember, I wrote a one-act play which was presented by students in a school assembly the latter part of my senior year in Sapulpa High School, a small fee being charged in order to raise some money to help pay my expenses to Los Angeles for the first meeting held at the invitation of Dr. Willis A. Sutton [President of the National Education Association]. As I recall, there were only about four or five other high-school student councils represented at the meeting [in Los Angeles]. I had already drawn up some objectives for such an organization, including a resolution that a national organization be formed and that we go on record as favoring becoming allied with the National Education Association as a department. The session was very informal and I explained what the meeting had been called for and the matter was discussed. The group named me president and authorized me to go ahead and do whatever was necessary to organize a national organization and make plans for the next meeting. Dr. Sutton told us what he had in mind in asking such a group to meet with the National Education Association and gave us encouragement to go ahead with our plans.

Between the Los Angeles meeting and the next national meeting in 1932 at Atlantic City, New Jersey, I had enrolled in college, was working half-time to stay in school and also conducting correspondence, arranging for a program, and planning other phases, looking forward to the Atlantic City meeting. There was not enough money coming in from the struggling organization to pay my expenses to Atlantic City, so I hitch-hiked there and back. At Atlantic City, I was elected to serve another term as president. I believe we had a few more representatives at that meeting, possibly seven or eight, and considerable progress was made. It was decided to draw up a constitution and by-laws to be presented at the third session in Chicago and provision was to be made for an executive secretary. . . . I think the meeting at Chicago was the most productive national convention and saw the foundation laid for future growth and development. Incidentally, I also hitch-hiked to and from this meeting as well as to and from the next one at Washington, D. C. At the outset of the national association, I had pushed development of the idea of state associations and, as near as I can recall from memory, there were six

or seven state organizations affiliated with the national organization and numerous others in the process of being formed. By the summer of 1935, after the annual meeting in Denver, the organization was sufficiently launched so that I felt it was assured of success. I had to turn it over to the National Education Association and get a job that would pay a sufficient salary to live on. While there was provision for a salary to the executive secretary, the organization never earned enough in its early stages to pay this amount and still continue to function, so I never drew a fraction of what was due me."

A careful study of early convention programs and issues of *The Student Leader*, the predecessor of STUDENT LIFE, provides some valuable information on the names of people who were instrumental in guiding the new association in its formative years and who were responsible for its development until it was taken over by the National Association of Secondary-School Principals in 1942. In this magazine, in STUDENT LIFE, and in other sources, we find the following information about the responsibility for the direction of this organization in its formative period:

1931	Warren Shull, president of the student council of the Sapulpa, Oklahoma,
	High School was named to organize a national association for student council officers.

1932-1933 Warren Shull elected first president of the National Association of Student Government Officers.

1933-1934 Warren Shull named executive secretary. 1934-1935 Warren Shull, executive secretary.

1935-1936 Warren Shull, executive secretary.

1936-1937 C. C. Harvey named executive secretary. Mr. Harvey was then in the office of the National Education Association Department of Secondary-School Principals, with headquarters at 5835 Kimbark Avenue, Chicago, Illinois.

1937-1938 C. C. Harvey, Executive Secretary. 1938-1939 C. C. Harvey, Executive Secretary.

1939-1940 It is not possible to determine the name of the executive secretary for this year. It is believed that the work was assumed by Miss Grace M. Anderson, Grover Cleveland High School in Queens, New York, and president of the sponsors' organization, The National Association of Sponsors of Student Participation in School Administration.

1940-1941 Grace M. Anderson.1941-1942 Grace M. Anderson.

1942- Dr. Paul E. Elicker, Executive Secretary of the National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C.

MAGAZINES ARE INTERESTED

Some national magazines carried news items concerning the founding of the new association and announcements about forthcoming meetings, such as the article which appeared in *School and Society*, (April 23, 1932, page 557).

Student council presidents from the high schools of the United States will meet in Atlantic City during the convention of the National Education Association for the purpose of forwarding the activities of the National Association of Student Officers . . . The program for the meeting will consist of talks by Warren Shull, president; Dr. Willis A.

Sutton, sponsor; E. H. McCune, Superintendent of Schools, Sapulpa, Oklahoma; John Moffet, Student Council President of Olney High School, Philadelphia; and a round-table discussion of student council problems.

At that time, the following committees were announced:

Literature: To distribute any writings of the association to the members

Membership: To secure and record the membership

Convention: To formulate convention plans for annual meetings

Program: To assist the president and board of governors in arranging a program for the convention

High-School Organization: To assist high schools desiring to form a student council

Publications: To assist in editing a magazine on student council problems
International Correspondence: To conduct a bureau of correspondence for correspondence between students

It can readily be seen that much of the credit for the organization and early growth of the National Association of Student Officers was due in large measure to the outstanding work and enthusiasm of the first elected president, Warren Shull of Sapulpa, Oklahoma, and his high-school principal E. H. McCune. Without much money and against terrific odds they gave of their time and energies, as well as their purse, to bring the new association into being and to start it down the road it was to take in the next ten or twelve years.

The Journal of the National Education Association (May, 1934, pages 956—57) carried the following announcement:

The National Association of Student Government Officers—This organization, which was sponsored by Superintendent Willis A. Sutton (Atlanta, Georgia) during his presidency of the National Education Association, is attempting to encourage the movement described by its name. Its officers believe that young people now in school will learn to be leaders by taking part and assuming some responsibility for themselves during their school years. There will be a meeting of the association in connection with the Washington convention of the National Education Association. Membership in the organization is by schools, the annual dues being \$2.50. Interested schools should send these dues with the name of the student president, the faculty sponsor, and information about the plan of student government used in the schools to Mr. Warren Shull, Executive Secretary, National Association of Student Government Officers, Sapulpa, Oklahoma.

CONTINUED GROWTH

Under the active direction of the National Education Association, the new organization grew and expanded until, with other student organizations sponsored by the National Educational Association, it had its own periodical, called Student Leader. This was an eight paper tabloid, size $11\frac{1}{2}$ " x $15\frac{1}{2}$ ", and was published monthly from September to May inclusive. Following are some pertinent excerpts from an article by C. C. Harvey, entitled "Student Leadership"

which appeared in the Journal of the National Education Association, (October, 1935, page 212):

. . . The students of America now have their own publications, dedicated to helping solve their own problems of school citizenship, personal growth, and initiative. This periodical, Student Leader, has for its aim to serve as a clearinghouse of student thought and action. As the official organ of the National Association of Student Government Officers, the National Association of Student Editors, and the Student Graphic Arts Society, it has for an audience students who have already started careers of creative leadership. The above organizations are under the sponsorship of The Journal of the National Education Association and have the support of educational leaders in their fields.

These organizations represent pioneer movements in education. They are built around carefully planned programs of activity. The following from the constitution of the National Association of Student Government Officers gives something of the spirit and

purpose of that organization:

"We, the student officers of American institutions of learning, in order to spread the spirit of responsibility, leadership, personal growth, good citizenship, co-operation, and self-discipline; in order to foster movements for school and community improvement; in order to achieve unity of effort in realizing the ideals of education and democracy; and, to make available to student officers throughout America ideas and information to help in achieving these objectives, unite in an organization to be known as the National Association of Student Government Officers. . . ."

Upon payment of the \$1 membership fee in the National Association of Student Editors; the \$1 fee in the Student Graphic Arts Society; a \$1.50 fee in the National Association of Student Government Officers, Student Leader will be sent for one year, together with such services as each organization provides for students who affiliate with it . . .

Further indication of the growth of the association may be determined by a report in School and Society, (February 13, 1937, page 224), entitled "Student

Government at Detroit":

The seventh annual convention of student government officers will be held at Detroit from June 29 to July 3 [1937] in connection with the summer meeting of The National Education Association. Jim Goodsell, president of the National Association of Student Officers, the parent organization of twenty-three state groups of student government officers, has announced an attractive program for the 1937 gathering. From the increased enrollment in the National Association of Student Officers and the exceptionally large attendance reported by state and sectional conventions held during the school year, the Detroit convention bids fair to be the largest in the history of the organization. "Co-operative School Life" has been chosen as the theme for this years program. Four general sessions and many conferences and sectional meetings are scheduled for the four-day gathering which will attract students from all parts of the nation. Some of the general sessions will be held jointly with groups which are co-operating in the development of student selfgovernment in the secondary-schools of the country. One of the new features of the program will be several conferences for officers of state and sectional organizations where mutual problems will be discussed, co-operative activities planned, and plans made for co-ordinating the work of the different groups under the leadership of the parent organization. Among other features of the program will be talks by students and their faculty sponsors who have been outstanding in the student government movement; round-table discussions; panel group discussions; an exhibit on school activities; a parliamentary debate on some student council problem; demonstration of a model student council; and a school forum in operation.

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At the time, the new association was under the direction of the National Education Association Department of Secondary-School Principals whose offices then were at Chicago. In this same 1937 article, quoted above from School and Society, we first find the name of C. C. Harvey as executive secretary but the available records do not show when he was elected nor by whom. It should be noted that the term "student government" is commonly used as that was the term then in vogue to describe student participation in the administration of the high school.

WE OWE MUCH TO A FEW SPONSORS

Unfortunately, the records are extremely vague concerning the activities of the new association from 1937 on. It is known, however, that a group did meet each year with the National Education Association at its annual convention and in 1940 the name was changed to National Association of Student Councils. A resume of each program is included in this history. We know who the officers were, but very little is known about exactly how they were chosen and how they were financed, if at all. One thing we do know for a certainty is that the organization never had much money! It would never have lasted as long as it did except for the devoted zeal and unflagging enthusiasm of a small group of educators, student council sponsors, administrators, and friends of young people. Somewhere along the line, responsibility for the direction of the association seemed to gravitate away from the National Education Association and toward an organization with the awkward and highly improbable name: The National Association of Sponsors of Student Participation in School Administration! Some of the leaders in this organization who were largely responsible for keeping the organization alive were: Adeline Smith, Bloom Township High School, Chicago Heights, Illinois; Grace M. Anderson, Grover Cleveland High School, Queens, New York City; Louise Hunter, High Point, North Carolina, High School; Alice Langford, B.M.C. Durfee High School, Fall River, Massachusetts; and numerous others. However, the organization never received as much help and support as it should have received; there was never a large number of member schools and there was never a treasury of any size. The previously mentioned sponsors paid their own way to the national meetings and probably paid part of the expenses of the association out of their own pockets. As Warren Shull had said some years before, there was never enough money to pay for an executive secretary and he, the president, had to hitch-hike to the national conventions. During the war years, the national convention became a casualty for many organizations, including the National Association Student Officers. The last convention was held in Denver in 1942 and soon afterward Miss Anderson and Miss Smith again approached the National Association of Secondary-School Principals, through its executive secretary, Paul E. Elicker, to ask for funds to carry forward the work of the student organization. The

Executive Committee of the National Association Secondary-School Principals was unwilling to grant money to any organization unless it also had some share in determining how the money was to be used.

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS ASSUMES NATIONAL SPONSORSHIP

The matter was referred to the National Association of Secondary-School Principal's Committee on Student Activities composed of the following:

Bertie Backus, *Principal* of the Deal Junior High School, Washington, D. C. Owen Emmons, *Principal* of the Cooley High School, Detroit, Michigan Galen Jones, *Principal* of the Plainfield High School, Plainfield, New Jersey John Wellwood, *Principal* of the Central High School, Flint Michigan Edgar G. Johnston, *Professor of Education*, University of Michigan, Chairman

The following is an excerpt from their report made to the National Association of Secondary-School Principals membership in 1941:

Throughout its existence, the National Association of Student Councils has had the encouragement and support of the National Education Association. For a time it was associated with the National Association of Secondary-School Principals while its executive secretary was a member of our office staff, although never formally sponsored by the Association. During recent years its program has been made possible through the devoted efforts of the National Conference on Student Participation, an organization of sponsors of student councils interested in student participation.

For some years the question of possible sponsorship of the National Association of Student Councils has been before our organization. Such sponsorship has been consistently recommended by the national office of the National Education Association since the high-school principals of the nation represent the group best in position to foster a sound program of student participation in school administration. As already indicated, the question was presented to our membership in the referendum of last year and favored by a majority. The Committee on Student Activities was asked by the executive committee to consider the various problems involved in sponsorship, to confer with representatives of the National Conference on Student Participation, and to present recommendations for implementation of any agreements arrived at.

At the meeting in Washington in October, Miss Grace Anderson, president; Miss Alice Langford, secretary; Miss Louise Hunter of the National Conference on Student Participation and Mr. Givens, secretary of the National Education Association met with your committee. Mr. Jones, for the committee, presented an analysis of problems involved in the assumption of sponsorship and alternative plans for carrying out the responsibilities.

Proposals resulting from this conference provide for a three-year trial period of sponsorship of the National Association of Student Councils by our organization and affiliation of the National Conference on Student Participation. Details of organization, membership activities, and finance are to be worked out by a board of directors including three members of the National Association of Secondary-School Principals and three representatives of the National Conference on Student Participation with the executive secretary of the National Association of Secondary-School Principals as a member of the board, ex officio.

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The first meeting of the board is scheduled for Atlantic City on February 23, [1942]. Members of the board from the National Association of Secondary-School Principals are: Francis L. Bacon, *Principal* of the Evanston Township High School, Evanston, Illinois.

BERTIE BACKUS, Principal of the Deal Junior High School, Washington, D. C.

J. E. NANCARROW, Principal of the Williamsport, Pennsylvania, Senior High School.

An intensive campaign was begun to encourage every school to initiate some type of student participation through a student council.

MANY SERVICES AVAILABLE

Membership in the National Association of Student Councils was encouraged by offering new and different services. The March, 1940, Bulletin of the National Association of Secondary-School Principals was devoted to the student council and so this book was revised and again issued in October, 1944, as The Student Council in the Secondary School. Subsequent revisions were made in 1950 and 1955. A copy of each of these last three issues was sent to every school that was a member of the National Association of Student Councils at the time of its publication. The first YEARBOOK, printed in 1945, was entitled Student Council at Work: the second YEARBOOK was entitled Student Councils Co-operate. Subsequent issues have appeared each year since then. The name of the magazine Student Leader was changed to STUDENT LIFE, with the first issue appearing as volume IV, October, 1937. It has always been issued monthly eight times during the school year. Each member school in the National Association of Student Councils was given two subscriptions to STUDENT LIFE, which was now published by the National Association of Secondary-School Principals to serve as the official organ for the National Association of Student Councils, the National Honor Society, and the National Junior Society. Field service was provided by Paul E. Elicker, the secretary of the National Association of Student Councils, and by Walter E. Hess, Managing Editor of Publications of the National Association of Secondary-School Principals.

Much of the credit for getting the new National Association of Student Councils organization off to a good start and for the development of a systematic pattern for future development must go to Mr. Hess. After it was decided that the National Association of Secondary-School Principals would sponsor the National Association of Student Councils, it was quite obvious that someone would have to build membership, issue publications, answer letters, bill members and secure new members, maintain the files, assist in forming new councils, talk at conventions—and in short, to do all the work of a full-time secretary. The man who did all of this, and more, was Mr. Hess. He arrived in the office as early as 7:00 A.M. to carry on the ever-growing work of the new association in addition to his multitude of duties in getting out all of the publications of the National Association of Secondary-School Principals. As he has often said, "I used to run the National Association of Student Councils with my left hand."

It is due to Mr. Hess that the organization was begun in an intelligent and business-like manner; it is to his credit that the organization which he nurtured in the early days has grown so fast and so large.

Because of these new and vital services being offered to the schools of the nation, membership increased rapidly. About all the National Association of Student Councils inherited from the old National Association of Student Officers in the way of membership was a card file of some 283 names of schools or sponsors who, at one time or another, had expressed an interest in the association. There was no treasury. However, under the forceful direction of the nation's principals, through their own professional organization, membership increased steadily through the years as is shown by the following table:

GROWTH IN SCHOOL STUDENT COUNCIL MEMBERSHIPS, 1943-1955

School year	No. of members	School year	No. of members
1943-1944	283	1949-1950	3,664
1944-1945	535	1950-1951	4,586
1945-1946	897	1951-1952	5,153
1946-1947	1,885	1952-1953	5,385
1947-1948	2,803	1953-1954	5,599
1948-1949	3,615	1954-1955	6,300

There were seventeen state associations of student councils at the end of the school year 1945-46, the first year in which a directory was published. By the end of the next school year, the number had increased to twenty three state associations and membership in the National Association of Student Councils had grown to 1,885. Because of the greatly increased membership and the number and variety of problems arising from an extremely large national association, which the National Association of Student Councils had become, the National Association of Secondary-School Principals decided in 1947 to secure the services of a full-time director of student activities. Gerald M. Van Pool was selected and came to the Washington office on August 15, 1947. He was at that time Dean of Men in the Milwaukee Vocational School and Executive Secretary of the Wisconsin High School Student Council Association. Since 1947, the membership has more than tripled and the number of state associations has increased from twenty-three in 1947 to fifty-two in 1955. There are ten associations for colored schools in the south.

The National Association of Student Councils was instrumental in organizing about twenty-nine state associations and in reorganizing and improving many of the others. It provides the services of the Director of Student Activities at a number of state conventions, conferences, and workshops each year. In addition, printed materials are sent at regular intervals to all state executive secretaries; reprints of magazine articles are made available at cost; books on student council

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activities are printed; a filmstrip on how to organize a student council was prepared in conjunction with the Denver, Colorado, Public Schools; and an annual National Conference is held. In contrast to the handful of students and sponsors who met in Los Angeles in 1931, each Conference now has to be limited to about 600 delegates. Hundreds more want to come than can be accommodated.

INTERNATIONAL RELATIONS IMPORTANT

Perhaps the newest venture of the active National Association of Student Councils is the planned trip to Europe in 1956. This is to be an experiment in the improvement of international relations through making provisions for youth of this country to meet youth of foreign countries. About 80 student council members and about 25 faculty sponsors will visit nine European countries and meet with young people in some of them. Each student will be asked to initiate some kind of international relations program in his high school when he returns. Thus, an attempt will be made to carry out still another of the initial five aims of the original National Association of Student Officers when the first meeting was held twenty five years ago.

The nation's schools have a right to feel proud of the National Association of Student Councils. It has grown because it has rendered service to individuals and to schools; it has enabled students to have some voice in the administration of their schools; it has provided youth with an opportunity to learn active, dynamic citizenship by doing now, while in school, that which they will be called upon to do in later life as good citizens. The National Association of Student Councils now has member schools in every state of the Union, in all of the United States possessions and territories, and in many foreign countries. It will be interesting to note what progress will be made in the next twenty five years. Perhaps then the time will have come to change the name again; perhaps, this time to the International Association of Student Councils?

NATIONAL CONVENTION PROGRAMS OF THE NATIONAL ASSOCIATION OF STUDENT OFFICERS—1931-42

Following are excerpts of programs that were given over the years by the National Association of Student Officers:

1931—On July 3, during the annual convention of the National Education Association in Los Angeles, Dr. Willis A. Sutton, President, proposed the formation of a national organization for student officers.

1932—First Annual Convention, Atlantic City, New Jersey, Senior High School, June 28 and 30

President: Warren E. Shull, Sapulpa, Oklahoma

National Conference on Student Participation in School Government

First Session-June 30

PRESIDING

John O. Chewning, Superintendent of Schools, Evansville, Indiana

ADDRESS:

Frank A. Rexford, Director of Civics, Public Schools, New York, New York

The following representatives of high schools have been sent by their principals to tell about plans of successful student participation in the high schools they represent. Each one will speak briefly and will answer questions at the close of the program:

John W. Robb, McKinley High School, Washington, D. C.

Muriel Drummond, Newton High School, New York, New York

Howard B. Tompkins, Erasmus Hall High School, New York, New York D. W. Smith, O'Keefe Junior High School, Atlanta, Georgia Charles Skuce, Langley High School, Pittsburgh, Pennsylvania Corinne Feibleman, Willey High School, Terre Haute, Indiana

Ben H. Brown, Central High School, Memphis, Tennessee Fred Koehler, Central High School, Evansville, Indiana

ADDRESS

Richard Welling, Publicist and Educator, New York, New York

Second Session-June 28

Objectives of the National Association of Student Government Officers
Warren E. Shull, President of the Association

Who Is Responsible for the Civilization of 1950 to the Year 2000, and How Shall That Responsibility Be Met?

Willis A. Sutton, Sponsor of the Association, and Superintendent of Schools, Atlanta, Georgia

The Value of a National Organization of Student Body Presidents

E. H. McCune, Superintendent of Schools, Sapulpa, Oklahoma

Pupil Participation in School Administration at Olney High School John Moffett, Olney High School, Philadelphia, Pennsylvania

Working Toward International Good-will

Leon Conant, Proctor Academy, Andover, New Hampshire

Self-government in the High School

Representative from the National Self-Government Committee, Inc., New York, New York

1933—Chicago, Illinois, Stevens Hotel, July 4-6
President: Warren E. Shull, Sapulpa, Oklahoma

First Session-July 4

INVOCATION

Rev. Preston Bradley, Chicago, Illinois

GREETNGS

Shirley Guttman, Secretary, Roosevelt Senior High School Student Council, Chicago, Illinois

RESPONSE

Jean Webb, Secretary-Treasurer of the Association

The Past, Present, and Future of the Association
Warren E. Shull, President of the Association

The Civilization of 1950-What Shall It Be?

Willis A. Sutton, Superintendent of Schools, Atlanta, Georgia

The Part a Young Citizen May Play in Education, Government, and Politics E. H. McCune, Superintendent of Schools, Sapulpa, Oklahoma

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The Organization and Activities of the Chicago All-City Student Council
Robert Marks, President, Student Council, Roosevelt Senior High School, Chicago,
Illinois.

Organizing the New Jersey Association of School Councils

Freda W. Marden. Dean of Girls, Senior High School, New Brunswick, New Jersey.

Second Session, July 5-Business Meetings

COMMITTEE BUSINESS

ELECTION OF OFFICERS

APPOINTMENT OF GOVERNORS AND COMMITTEE MEMBERS

ROUND TABLE AND SELECTED DISCUSSIONS

The Organization and Activities of the Student Council at Central High School, Bay City, Michigan

Howard Taylor, President, Student Council, Central High School, Bay City, Michigan

Some Projects Which Have Been of Value to Our High Schools

William Angrick, President, Student Council, Isaac C. Elston High School, Michigan City, Indiana

Various Projects of Student Councils

John Jarabka, President, Student Council, Washington High School, East Chicago, Indiana

What a Student May Do To Assist in Solving Educational Problems

Dan Smith, President, Student Council, Calumet High School Chicago, Illinois

Discussion of the Plans of the Association

Organizing a Student Government

Ben Miller, President, Student Council, Meadville High School, Meadville, Pa.

National Conference on Student Participation in School Government

Chairman: Harry C. McKown, Professor of Education, Uni. of Pittsburgh, Pittsburgh, Pa.

Third Session, July 6-Luncheon Conference

THEME: Evaluating the Work of the Student Council

The Necessity for Evaluation

Harry C. McKown

The Principles of Evaluation

Earle U. Ruggs, Head, Department of Education, Colorado State Teachers College, Greeley, Colorado

A Study of Participation in Iowa Schools

Chris B. Hartshorn, Superintendent of Schools, Hiteman, Iowa

A Study of Participation in Lincoln High School

Carl H. Meyer, Principal, Lincoln High School, Chicago, Illinois

A Non-Council Members Evaluation of the Work of the Council

Bonita Lillie, Hyde Park High School, Chicago, Illinois

A Principal's Evaluation of the Work of the Council

H. T. Steeper, Principal, North High School, Des Moines, Iowa

DISCUSSION

LEADERS: N. Robert Ringdahl, Principal, Corcoran School, Minneapolis, Minnesota Joseph Roemer, Director of Instruction in the Junior College Demonstration School, George Peabody College for Teachers, Nashville, Tennessee

BUSINESS MEETING

1934—Washington, D. C., Young Mens Christian Association Auditorium, July 2-5 President: Robert Marks, Roosevelt High School, Chicago, Illinois

First Session-July 2

INVOCATION

Reverend Bernard Braskamp, Gunton Temple Memorial Presbyterian Church, Washington, D. C.

GREETINGS

Frank Kearney, Eastern High School, Washington, D. C.

RESPONSE

Dick Foley, Secretary-Treasurer of the Association, High School, Enid, Oklahoma

Our Public Schools

Charl Ormond Williams, Director, Division of Field Service, National Education Association, Washington, D. C.

The Development of Youth and the Changing Civilization Robert Marks, President of the Association

American Students Plan for the Future

John A. Lang, President, National Student Federation, New York, New York

Student Activities for Free Public Education

Jack Light, Chairman, Student-Citizen Federation, Chicago, Illinois

Student Participation at McKinley High School

Robert W. Kinney, Local Chairman of the Association

Report on the Illinois State Association of Student Government Officers

Bob DeBolt, Bloom Township High School, Chicago Heights, Illinois

Report on the West Virginia State Association of Student Government Officers William Moran, Central Junior-Senior High School, Parkersburg, West Virginia

Looking Forward to a Colorado State Association of Student Government Officers
Albert E. Corfman, Superintendent of Schools, Brush, Colorado

REMARKS

Willis A. Sutton, Sponsor of the Association and Superintendent of Schools, Atlanta, Georgia

Chris B. Hartshorn, President of the National Conference on Student Participation in School Government; and Superintendent of Schools, Hiteman, Iowa

Second Session- July 3

COMMITTEE BUSINESS

ELECTION OF OFFICERS

Should the Student Council Train Students for Leadership in Non-Partisan Politics Locally?

Jack Neal, Vice President, Student Senate, High School, Altoona, Pennsylvania

International Correspondence

Marinora Wilson, Chairman, International Correspondence Committee and Representative of the World League of International Education Associations, Girls High School, San Francisco, California

How May the Inability of Recent Graduates To Find Jobs React on High-School Students?

Claire Harrington, Vice President, Students' Activities Association, B.M.C. Durfee High School, Fall River, Massachusetts

Point Systems

Bruce Sunshine, President, General Organization, DeWitt Clinton High School, New York, New York

DISCUSSION

Financing Student Activities

A High-School Class for the Practical Study and Investigation of Problems in Government, Politics, and Current Affairs

National Conference on Student Participation in School Government

President: Chris B. Hartshorn, Superintendent of Schools, Hiteman, Iowa

Secretary: Helen A. Shuman, Dean of Girls, High School, Kankakee, Illinois

Third Session, July 5, Washington Auditorium

THEME: A Citizenship for Today and Tomorrow

Training for Effective Citizenship

Milo L. Whittaker, Head, Department of Social Sciences, Northern Illinois State Teachers College, DeKalb, Illinois

DISCUSSION LEADER: Harry C. McKown, Gilson, Knox County, Illinois

Training Youth Today for Citizenship Tomorrow

Warren E. Shull, Executive Secretary, National Association of Student Government Officers, High School, Sapulpa, Oklahoma

DISCUSSION LEADER: Arthur Huston, President, Student Council, High School, Newark, Delaware

How Firm a Foundation

William McAndrew, Editor, "Educational Review," School and Society; and Director of the National Self-Government Committee, East Setauket, Long Island, New York DISCUSSION LEADER: N. Robert Ringdahl, Principal, Corcoran School, Minneapolis.

BUSINESS MEETING

1935-Denver, Colorado, West High School, July 3-4

President: Jack Neal, Altoona High School, Altoona, Pennsylvania

First Session-July 3

INVOCATION

Rev. Ernest M. Baber, City Chaplain for Denver, Colorado

GREETINGS

Jack Cheley, East High School, Denver, Colorado

RESPONSE

Jack Neal, President of the Association

The Students' Part in Preserving Democracy

Joy Elmer Morgan, Editor, Journal of the National Education Association, Washington, D. C.

The Need for Training Students in Non-Partisan Government and Politics Locally

Jack Neal, President of the Association

Why Every Student Council Should Join the National and State Organizations of Student Government Officers

Bob Brattis, Delta High School, Delta, Colorado, President, Colorado Western Slope Student Association

The Northeastern Colorado Association of Student Councils

Bill Armentrout, College High School, Greeley, Colorado, President

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The Illinois State Association of Student Government Officers

Wilhelmina Palshis, Bloom Twp. High School, Chicago Heights, Illinois, President

The West Virginia High-School Student Government Association

Richard Scott, Weston High School, Weston, West Virginia, President

Another Share-the-Wealth Idea

Albert E. Corfman, Superintendent of Schools, Brush, Colorado

REMARKS

Willis A. Sutton, Superintendent of Schools, Atlanta, Georgia; and Sponsor of the Association

A. V. Wilson, Principal, Paonia High School, Paonia, Colorado

O. S. Ikenberry, Principal, Lamar Union High School, Lamar, Colorado

Second Session-July 4

The Individual Membership Club in Enid High School

Ellsworth Dawson, Enid High School, Enid, Oklahoma, President

DISCUSSION

Practical Benefits of Student Council Work

Harold Young, Junior-Senior High School, Fort Morgan, Colorado

Student Forums and Interscholastic Correspondence

Marinora Wilson, Representative of the World League of International Education Associations, Girls' High School, San Francisco, California

BUSINESS MEETING AND ELECTION OF OFFICERS

National Conference on Student Participation in School Government

President: William K. Gillespie, Principal, Senior High School, Newark, Delaware

Secretary: Adeline M. Smith, Bloom Township High School, Chicago Heights, Illinois

Local Chairman: Clark H. Spitler, Assistant Principal, East High School, Denver, Colorado

Third Session-July 4, Luncheon Conference-Edelweiss Cafe

GREETINGS

Warren E. Shull, Executive Secretary, National Association of Student Government Officers, Sapulpa, Oklahoma

PANEL DISCUSSION: The Past, the Present, and the Future of Student Participation in School Government

LEADER: Willis A. Sutton, Superintendent of Schools, Atlanta, Georgia

The History of Student Government

Willis A. Sutton, Superintendent of Schools, Atlanta, Georgia

Present-Day Practices in Student Government Organizations

H. E. Stahl, Superintendent of Schools, Claymont, Delaware

A. E. Corfman, Superintendent of Schools, Brush, Colorado

My Impressions of Students and Their Activities

Cameron Beck, Director, New York Stock Exchange Institute, New York, New York

SUMMARY OF THE DISCUSSION

A. J. Stoddard, Superintendent of Schools, Providence, Rhode Island; and President of Department of Superintendents, National Education Association

1936-Portland, Oregon, Lincoln High School, July 1-2

President: Malcolm L. Eno, Jr., Colorado Springs High School, Colorado Springs, Colorado

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First Session-July 1

INVOCATION

A WORD OF WELCOME

Bob Livingstone, Local Chairman of the Association

RESPONSE

Malcolm L. Eno, Jr., President of the Association

Some Specific Results of Pupil Participation

N. Robert Ringdahl, Principal, Corcoran School, Minneapolis, Minnesota

Student Participation in School Government

Its Aims and Ideals

Its Place in the School

The Place of State and National Organizations

Reports From State Organizations on the Activities and Progress Throughout the Year

ADDRESS

Emma Meistrik, State Secretary, South Dakota Young Citizens' League, Pierre, S. D.

Second Session-July 2

The Future of the National Association of Student Government Officers

Willard N. Van Slyck, Principal, High School, Topeka, Kansas

Clark N. Spitler, Assistant Principal, East High School, Denver, Colorado, and President, National Conference on Student Participation in School Government

Joy Elmer Morgan, Editor, Journal of the National Education Association, Washington, D. C.

Discussion

BUSINESS MEETING AND ELECTION OF OFFICERS

National Conference on Student Participation in School Government

President: Clark H. Spitler, Assistant Principal, East High School, Denver, Colorado

Secretary: Adeline M. Smith, Bloom Township High School, Chicago Heights, Illinois

First Session-July 1, Luncheon Conference-Portland Hotel

ADDRESS

A. L. Threlkeld, Superintendent of Schools, Denver, Colorado, and President, Department of Superintendence, National Education Association

ADDRESS

Frederick M. Hunter, Chancellor, Oregon State System of Higher Education, Eugene, Oregon

ADDRESS

G. N. Porter, Principal, Garfield High School, Seattle, Washington

1937-Detroit, Michigan, Northern High School, June 29-July 1

President: Jim Goodsell, Lincoln High School, Portland, Oregon

First Session-June 29

PRESIDING

Owen A. Emmons, Local Chairman

INVOCATION

Rev. Charles B. Allen, Pastor, Metropolitan M.E. Church, Detroit

ADDRESS OF WELCOME

Fred Besancon, President, Student Council, Cooley High School, Detroit

RESPONSE

Jim Goodsell, President of the National Association of Student Officers

If Democracy Is Desirable Out of the School, Then We Must Establish One in the School
Thomas W. Gosling, National Director, American Junior Red Cross, Washington,
D. C.

The Secondary School's Contribution to Democracy

Sophie Pollack, Secretary-Treasurer, National Self-Government Committee, New York, New York

Next Step in Student Participation in School Administration and Control Nellie Marie Quinn, Principal, Parker High School, Chicago, Illinois

Some Ideas Worth Trying

Charles F. Merten, President, Alumni Council, Milwaukee Vocational School, Milwaukee, Wisconsin

Announcements and appointments of committees by the presidents of the two organizations in joint session.

Second Session-June 30

GROUP A: National Association of Student Officers

New Ideas in Student Government

PRESIDING

Jim Goodsell, President of the National Association of Student Officers

SPEAKERS

Celeste Strack, National High School Secretary, American Student Union, New York, New York

Arthur Renquist, President, Northern Federation of Student Councils, White Bear,

Bob James, Representative, Federation of Student Councils of the Central States, St. Joseph, Missouri

Ruth Kistler, President, Pennsylvania Association of Student Councils, State College, Pennsylvania

Lois Fullerton, President, Illinois Association of Student Councils, St. Anne, Illinois

William W. Williams, Jr., President, North Carolina State Council Congress, Rocky Mount, North Carolina

Ralph Ritchie, President, West Virginia Co-Government Association, and Vice President, Southern Association of Student Councils, Charleston, West Virginia; and representative of other State Associations of Student Officers

ROUND-TABLE DISCUSSION

GROUP B: National Conference on Student Participation in School Administration

PRESIDING

Adeline M. Smith, President of the National Conference

The Call to Leadership

Joy Elmer Morgan, Editor, Journal of the National Education Association, Washington, D. C.

PANEL FORUM: Developing Leadership Through Student Participation

LEADER: Robert Ringdahl, Principal, Corcoran School, Minneapolis, Minnesota, and Organizer of the National Conference Pupil Co-operation in Control of an Elementary School

H. V. Perkins, Principal, Boulevard School, Cleveland Heights, Ohio

The Senior High School

Alice G. Langford, Sponsor of Student Activities Association, B.M.C. Durfee High School, Fall River, Massachusetts

Mrs. Lillian K. Wyman, Sponsor of Student Council, William Penn High School, Philadelphia, Pennsylvania

The Junior College

Mowat G. Fraser, School of Education, University of Michigan, Ann Arbor, Michigan

DISCUSSION

Third Session-July 1, Luncheon Conference

PRESIDING

Adeline M. Smith, President of the National Conference

TOASTMASTER

Willis A. Sutton, Superintendent of Schools, Atlanta, Georgia; and Founder of the National Association of Student Officers

INTRODUCTION OF RETIRING AND NEW OFFICERS of the Two Organizations, Local Committees, and Guests

SPEAKERS

Edgar G. Johnston, University High School, Ann Arbor, Michigan

M. R. McDaniel, President, National Honor Society of Secondary Schools, Oak Park, Illinois

Franklin M. Reck, Editor, The American Boy, Detroit

Malcolm L. Eno, Jr., Colorado Springs, Colorado, Past-President of the National Association of Student Officers

Jim Goodsell, President of the National Association of Student Officers

1938-New York, New York, Horace Mann School, June 28-30

President: Fred Besancon, Cooley High School, Detroit, Michigan

First Session-June 28

PRESIDING

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Joseph C. Driscoll, Local Chairman

ADDRESS OF WELCOME

John Murray, President, General Organization of Erasmus Hall High School, Brooklyn, New York

RESPONSE

Fred Besancon, President of the National Association of Student Officers

The Co-operative in Government Organization

Winfield L. Rice, Local Chairman

A Code for the Good Citizen of the American High School

Walter E. Myer, Director, Civic Education Service, Washington, D. C.

How Our Schools May Train for Citizenship

Lyman Beecher Stowe, National Self-Government Committee, New York City

ROUND-TABLE DISCUSSION

Announcements and appointment of committees by the local chairmen and president of the organizations in joint session

RECEPTION AND SOCIAL HOUR: 4:30-5:30 P.M., at International House

Second Session-June 29

Joint Meeting with the Department of Secondary Education

Junior Town Meeting of the Air. Following this session at 3:00 P.M., the meeting will subdivide into discussion groups as follows:

Discussion Groups for Students

A. New Projects for Student Councils

Jerry Tallmerand, Lincoln School, Teachers College, Columbia University, New York City

B. Ways To Raise Money for School Activities

Alice G. Langford, B.M.C. Durfee High School, Fall River, Massachusetts

Discussion Groups for Faculty Members

C. The Student Court

William S. Low, Girls Commercial High School, Brooklyn, New York

D. To What Extent Should Students Participate in Formulating the Policies of Their Schools?
George H. Colebank, University High School, Morgantown, West Virginia

Discussion Groups for Faculty and Students

E. The Role of the Faculty Adviser in Extracurricular Activities
William Bretnall, Erasmus Hall High School, Brooklyn, New York

F. How May the Value and Effectiveness of the General Organization Be Increased? Ruth Maneri, Girls' Commercial High School, Brooklyn, New York

VISITS: Wednesday, June 29, 4:30 P.M. Tours through the American Museum of Natural History and the Hayden Planetarium

Third Session-June 30, Luncheon Conferences

Introduction of Toastmaster, Willis A. Sutton, Superintendent of Schools, Atlanta, Georgia, and Founder of the National Association of Student Officers

Adeline M. Smith, President of the National Conference on Student Participation in School Administration

INTRODUCTION OF RETIRING AND NEW OFFICERS of the Two Organizations and the Local Committees

Joseph C. Driscoll, Local Chairman

Short Talks by Retiring and Incoming Presidents of the National Association of Student Officers

ADDRESSES

William H. Bristow, General Secretary, National Congress of Parents and Teachers, Washington, D. C.

Julius Yourman, Professor of Education, New York University, New York City Robert Littell, Associate Editor, Reader's Digest, Pleasantville, New York Mary Jennie McKay, American University, Washington, D. C.

1939—San Francisco, California, Roosevelt Junior High School, July 4-6 President: John L. Murray, Erasmus Hall High School, Brooklyn, N. Y.

First Session-July 4

PRESIDING

Charles Simonds, Convention Co-Chairman

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INVOCATION

Robert Appletone, Galileo High School, San Francisco

ADDRESS OF WELCOME

Don Minkler, Lowell High School, San Prancisco

RESPONSE

John L. Murray, President, National Association of Student Officers

Making the School a Laboratory of Democracy

Harold C. Hand, Professor of Education, Stanford University, California

How Student Government Contributes To Becoming a Competent and Responsible Citizen Lillian Weiss, Polytechnic High School, San Francisco

The Code of the Good American

Joy Elmer Morgan, Editor, Journal of the National Education Association, Washington, D. C.

DISCUSSION

Reuben T. Shaw, President, National Education Association, Washington, D. C. Reading of message from J. W. Studebaker, Ray Lyman Wilbur, Robert Gordon Sproul, E. K. Fretwell, and others

TOUR of San Francisco sponsored by San Francisco Students, 3:30 to 5:30 P.M. Visit to the Golden Gate International Exposition, Treasure Island, evening of July 4.

Second Session-July 5

PRESIDING

Kenneth Chang, McKinley High School, Honolulu, T.H.; Vice President, National Association of Student Officers

How To Evaluate Student Government

Walter C. Eells, Co-ordinator, Co-operative Study of Secondary-School Standards, Washington, D. C.

The Advantages I Received by Being a Student Body Officer
Robert Looney; University of California, Berkeley, California

A New Innovation in Student Participation: The State Student Assembly
Lloyd W. King, State Superintendent of Schools, Jefferson City Missouri

What Student Leaders Can Do To Preserve American Ideals

George A. Rice, Professor of Education and Director of Practice Teaching, University of California, Berkeley, California

Special Discussion Groups and Conferences

GROUP 1: Principles of Student Government

LEADER: Paul G. Vigness, Alameda High School, Alameda, California

PARTICIPANTS: Student Officers, High School, Alameda, California

GROUP 2: Does Student Government Actually Function in Developing Competent and Responsible Citizens?

LEADER: Lloyd Luckmann, Professor of Jurisprudence and Political Science, San Francisco Junior College, San Francisco

GROUP 3: A Class in Student Body Government

LEADER: F. Melvyn Lawson, Vice Principal, Sacramento Senior High School, Sacramento, California

GROUP 4: Reorganization of Student Government To Meet Changing Needs

PARTICIPANTS: High School Student Officers, Berkeley, California

Third Session-July 6, Luncheon Conference

PRESIDING

Adeline M. Smith, President, National Conference on Student Participation

TOASTMASTER

Willis A. Sutton, Superintendent of Schools, Atlanta, Georgia; Founder, National Association of Student Officers

INVOCATION

Paul Scholten, Commerce High School, San Francisco, California

ADDRESSES

Willard E. Givens, Executive Secretary, National Education Association—Guest of Honor

Joseph P. Nourse, Superintendent of Schools, San Francisco-Guest of Honor

Joseph C. Driscoll, President, Association of Civic Teachers, New York, New York

Louise Hunter, High Point, North Carolina, High School, Sponsor of the North Carolina Student Council Congress

Informal Talks by the Newly Elected and Retiring Officers and Convention Co-Chairmen
Benediction

Frank Gilleo, Lowell High School, San Francisco

TOUR: Following the luncheon there will be a tour of the East Bay cities, given through the courtesy of the Oakland schools

Special Faculty Session

THEME: Youth and the Outlook for Democracy

PRESIDING

Newly Elected President of the National Conference on Student Participation in School Government

What Will Youth Do in the New Age?

Grace M. Anderson, Grover Cleveland High School, Brooklyn, New York, and Vice President, National Conference on Student Participation

New Youth Problems

Mrs. Anne DeG. Treadwell, Director, National Youth Administration, San Francisco

Student Government from the Viewpoint of the Faculty

Fletcher M. Miller, Superintendent of Schools, Lakewood, Colorado, and Sponsor of the Colorado Association of Student Officers

Education for Democratic Citizenship

Mrs. Claire S. Epler, Girls' Vice-Principal, Luther Burbank Junior High School, Los Angeles, California

Our Next Steps

N. Robert Ringdahl, Principal, Corcoran School, Minneapolis, Minnesota, and Founder of the National Conference on Student Participation

1940—Milwaukee, Wisconsin, Milwaukee Vocational School, July 1-3 President: Casper R. Ordahl, River Falls High School, River Falls, Wisconsin

First Session-July 1

PRESIDING

Linda E. Barry, Convention Co-Chairman James Holyoke, Student Chairman SALUTE TO THE FLAG followed by the National Anthem

LEADER: Boy Scout from South Milwaukee

INVOCATION

Rev. Harry Nicholson, Pilgrim Congregational Church, Milwaukee Community Singing, led by Howard S. Walker, Milwaukee Vocational School

ADDRESS OF WELCOME

James Holyoke, Riverside High School, Milwaukee

RESPONSE

Caspar R. Ordal, President, National Association of Student Officers

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Milton C. Potter, Superintendent of Schools, Milwaukee

CLOSING REMARKS

Grace M. Anderson, President of the National Conference on Participation

ANNOUNCEMENTS

Special Discussion Groups and Conferences

GROUP 1: Student Officers

LEADER: Earl Horne, President, Wisconsin Student Council Association, Port Washington, Wisconsin

GROUP DISCUSSION

What does the student body expect of its leaders?

What do the faculty and school officials have a right to expect of student leaders?

What should be the qualifications for student officers? (From the point of view of students and faculty)

GROUP 2: Student Council Meetings

LEADER: Student from Hastings High School, Hastings, Minnesota

GROUP DISCUSSION by Students of the Northwest Federation of Student Councils

What forms of student participation are being used?

What should be included in student participation organization constitution?

GROUP 3: The Student Court

LEADER: Bob Fredericks, Grover Cleveland High School, New York, New York

GROUP DISCUSSION

What is the purpose of a student court?

What should be the attitude toward the student court?

What dangers are there in running a student court?

GROUP 4: Financing Student Activities

LEADER: William A. Carroll, B.M.C. Durfee High School, Fall River, Massachusetts

GROUP DISCUSSION

What are the possible sources of income?

By what means can the money be raised?

There will be a reception and dance Monday, 8:30 to 11:30 P.M., under the direction of the groups in joint session.

Second Session-July 2

PRESIDING

Jack Padgett, First Vice President, National Association of Student Officers

Citizenship Training in the Secondary Schools

William G. Carr, Director of Research, National Education Association; Secretary,

Educational Policies Commission, Washington, D.C. The address will be followed by questions and answers on the topic.

ANNOUNCEMENTS

Music

Special Discussion Groups and Conferences

GROUP 1: Student Officers

LEADER: Earl Horne, President, Wisconsin Student Council Association, Port Washington, Wisconsin

GROUP DISCUSSION

What are the duties and responsibilities of student officers?

Of what importance are installation services?

What forms of installation services can be used?

How do the students feel about installation services?

GROUP 2: Student Council Meetings

LEADERS: Shiro Amioka, McKinley High School, Honolulu, T.H.

Marshall Alcon, President, Illinois Association Student Councils, Pontiac, Illinois

GROUP DISCUSSIONS

What topics do students discuss in their meetings?—Kirby Hendee, High School, Shorewood, Wisconsin

What policies can the students handle?

The honor study hall—Fred Lindley, Riverside High School, Milwaukee, Wisconsin Publishing a handbook—Student, B.M.C. Durfee School, Fall River, Massachusetts

GROUP 3: The Student Court

LEADER: Jerry Gerstman, Grover Cleveland High School, New York, New York

GROUP DISCUSSION

What cases should a student handle?

What court procedures are followed?

GROUP 4: Financing Student Activities

LEADER: Americo Almeida, Jr., B.M.C. Durfee High School, Fall River, Massachusetts

GROUP DISCUSSION

Upon what basis are general students' funds allotted to clubs?

To what extent are clubs self-supporting?

By whom and how are club funds handled?

In the evening there will be a trip around the Milwaukee harbor.

Third Session-July 3, Luncheon Conference

PRESIDING

Caspar R. Ordal, President of the National Association of Student Officers

Grace M. Anderson, President, National Conference on Student Participation in School
Administration

INVOCATION

Rev. Raphael N. Hamilton, Marquette University, Milwaukee

ADDRESS

Willis A. Sutton, Superintendent of Schools, Atlanta, Georgia, introduced by Willard E. Givens, Executive Secretary of the National Education Association

REMARKS

Bayless Manning, Student from B.M.C. Durfee High School, Fall River, Massachusetts, introduced by Caspar R. Ordal

PRESENTATION OF NEW OFFICERS

Special Sponsor Section

PRESIDING

Adeline M. Smith, Bloom Township High School, Chicago Heights, Illinois

DISCUSSION: Evaluation of the Work of Student Participation

From the Viewpoint of the State Organization

Louise Hunter, High School, High Point, North Carolina

From the Viewpoint of the Principal and State Director

Harold Pegg, Director, Pennsylvania State Association of Student Officers; Principal, Roosevelt Junior High School, Altoona, Pennsylvania

From the Viewpoint of a Vocational and Guidance Counselor

Charles A. Simonds, Director of Counseling and Guidance, Public Schools, San Francisco, California

From the Viewpoint of a Dean of Young Men

G. M. Van Pool, Milwaukee Vocational School, Milwaukee

From the Viewpoint of an Educational Association

Willard E. Givens, Executive Secretary of the National Education Association

National Conference President's Report

National Conference Secretary-Treasurers Report

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1941—Boston, Massachusetts, Tufts College in Medford, Massachusetts, July 1-3 President: William A. Carroll, B.M.C. Durfee High School, Fall River, Massachusetts

First Session-July 1

PRESIDING

Edwin F. Pidgeon, Director, National Association of Student Councils, Medford, Massachusetts

SALUTE TO THE FLAG led by the Boy Scouts

INVOCATION

Music: God Bless America

ADDRESS OF WELCOME

Harold Belding, English High School, Boston; President, Massachusetts Association of Student Councils

RESPONSE

William A. Carroll, President, National Association of Student Councils

Mustc: Medford High-School Ensemble

ADDRESSES

ANNOUNCEMENTS

CLOSING REMARKS

Grace M. Anderson, President, National Conference on Student Participation

GROUP DISCUSSION

GROUP 1: Service Organizations in the High School

LEADER: James Ward, High School, Framingham, Massachusetts

GROUP DISCUSSION

Types of Service Organizations

Purpose of Service Organizations

GROUP 2: Civil Service in the High School

LEADER: Marguerite Carrel, High School, Medford, Massachusetts

GROUP DISCUSSION

Value of Service Procedure

Its Purpose in High School

Technic of Handling

GROUP 3: Clubs and Their Place in High School

LEADER: Charles Lamborghini, High School, Plymouth, Massachusetts

GROUP DISCUSSIONS

Sources of Income

Budgeting the Appropriations

A dance will be held on Tuesday evening, 8:00 to 11:00 P.M., in the Intra-Mural Room. A sponsors' meeting will be held from 8:30 to 10:00 P.M. on the same evening.

TOUR: Pilgrimage to Plymouth-Iuly 2

Luncheon Conference-July 3

PRESIDING

William A. Carroll, President of the National Association of Student Councils

Grace M. Anderson, President of the National Conference on Student Participation
in School Administration

ADDRESS

Willis A. Sutton, Superintendent of Schools, Atlanta, Georgia Marshall Alcorn, Vice President, Pontiac, Illinois

PRESENTATION OF OFFICERS-ELECT

HISTORIC TOUR of Boston, Lexington, and Concord

1942-Denver, Colorado, Byers Junior High School, June 30-July 2

President: J. Warren Stidham, Anderson High School, Anderson, Indiana

First Session-- June 30

PRESIDING

Clark H. Spitler, Principal, Morey Junior High School, Denver

INVOCATION

Rev. Charles H. Brady, St. Barnabas Church

WELCOME TO COLORADO

The Honorable Ralph L. Carr. Governor of Colorado

SALUTE TO THE FLAG led by Boy Scouts of Troop 133

NATIONAL ANTHEM

LEADER: Fareeda Moorhead, East High School, Denver

REMARKS

Student Chairman, President of Denver Student Council

Presentation of Gavel to President J. Warren Stidham by Miss Rigg

RESPONSE

J. Warren Stidham, President, National Association of Student Councils

ADDRESS

Charles E. Greene, Superintendent of Schools, Denver

ADDRESS

C. R. Van Nice, Managing Editor, School Activities, Topeka, Kansas

CLOSING REMARKS

Reita S. Rigg, President, National Association of Sponsors of Student Participation in School Administration

GROUP DISCUSSIONS

GROUP 1: How To Develop Greater Co-operation between Faculty and Student Body Sponsor, F. J. Herda, St. Cloud, Minnesota

GROUP 2: How Far Should Student Participation Extend in School Administration?

Sponsor, Lester A. Kirkendall, University of Oklahoma, Norma, Oklahoma

Students, Betty Ann Craft, Denver; Louise Mann, Coffeyville, Kansas

GROUP 3: Ways and Means of Meeting the Financial Obligations of the Student Council Sponsor, Olaf Slasted, Sisseton, South Dakota
Student, Wayne Knutson, Sisseton, South Dakota

GROUP 4: How Can the Student Assist in Problems of Defense?

Sponsor, Adeline M. Smith, Chicago Heights, Illinois

Student, Rowena K. Hampshire, Colorado Springs, Colorado

A dance will be held on Tuesday evening, beginning at 7:30 P.M., in the Gymnasium of Byers Junior High School

Continuation of Group Discussions-July 1

Business Meeting-National Association of Sponsors of Student Participation

PRESIDING

Reita S. Rigg

Luncheon Conference-July 2

INVOCATION

Rev. Raymond R. Waser, First Plymouth Congregational Church

STUDENT SPEAKER

ADDRESS

Willis A. Sutton, Superintendent of Schools, Atlanta, Georgia

Onestion Box

PRESENTATION OF OFFICERS FOR 1942-43

LATER CONFERENCES

The Denver convention, in 1942, was the last one held by the National Association of Student Officers, since all national organizations had to curtail or abandon completely their national meetings because of World War II. During this period, the faculty sponsors of the National Association of Student Officers approached the Executive Committee of the National Association of Secondary-School Principals through its executive secretary, Paul E. Elicker, to ask that the National Association of Secondary-School of Principals take over active guidance and maintenance of the student organization. As discussed earlier in this article, this was done and the first National Conference of the National Association of Student Councils was held in the Coolidge High School, Washington, D. C., June 23-25, 1948. Although this was the first meeting under the direction of the National Association of Secondary-School of Principals, it was the twelfth national meeting since the first one of the student officers.

A short summary of interesting statistics about each subsequent National Conference follows, but there is a detailed report on each National Conference in the Student Council Yearbook for that year. Each published report contains the actual program, speeches, and decisions reached in all of the discussion groups and problem clinics. Unless otherwise noted, the student president and faculty host are from the host school.

1948-Coolidge High School, Washington, D. C., June 23-25

PRESIDENT: Edmund Hughes Host: Mrs. Mabel F. Murray

THEME: Strengthening Our Democracy Through Participation

1949-Walnut Hills High School, Cincinnati, Ohio, June 20-22

PRESIDENT: John Avril

HOST: Helen Seel, Cincinnati Public Schools

THEME: Youth Leaders Today-World Leaders Tomorrow

1950-West High School, Denver, Colorado, June 19-22

PRESIDENT: Keith Beery, South High School, Denver, Colorado

HOST: George E. Mathes, Denver Public Schools THEME: Better Leadership for Better Citizenship

1951-Gamaliel Bradford High School, Wellesley Hills, Massachusetts, June 18-21

PRESIDENT: Robert W. Sullivan

HOST: Katherine Bronson

THEME: Youth Leadership in a Changing World

1952-Evanston Township High School, Evanston, Illinois, June 18-21

PRESIDENT: Coleman Brown Host: Walter Rasmussen

THEME: Youth Accepts Its Responsibilities

1953-Lincoln High School, Portland, Oregon, June 15-18

PRESIDENT: Richard Lewis Host: Frances Elmer

THEME: Youth Builds Tomorrow's World

1954-Johnson High School, St. Paul, Minnesota, June 21-24

PRESIDENT: Philip Q. Bauman Host: Mrs. Dolores Vold

THEME: Better Citizens Through the Student Council

1955-Lower Merion Senior High School, Ardmore, Pennsylvania, June 13-16

PRESIDENT: Robert McAlaine Host: Jean E. Francis

THEME: Better Citizenship Through Better Leadership

1956-DeVilbiss High School, Toledo, Ohio, June 17-21

PRESIDENT: Ronald Gregg Host: Robert E. Rettig

THEME: Our Twenty-Fifth Anniversary

DIRECTORY OF SCHOOL COUNCILS MEMBERS OF THE NATIONAL ASSOCIATION OF STUDENT COUNCILS

MEMBER schools for the school year 1954-55 are listed below. Dues for membership in the NASC received after April 1, 1955, were credited as payment for the school year 1955-56 and will be included in next year's listing.

Every principal should check this directory. If your school does not appear in this directory or has not joined the NASC since April 1, 1955, you are urged to enroll your school in support of the program. The National Association of Secondary-School Principals has undertaken to make the student council a useful and co-operative student leadership organization in every secondary school. Our aim is to have all secondary-school principals enroll their schools in the NASC which was started and is maintained by the National Association of Secondary-School Principals. Thus, the student council program and activities may always be co-ordinated with the high professional standards and practices of secondary-school administration.

Send in your membership today to the National Association of Student Councils, 1201 Sixteenth Street, N. W., Washington 6, D. C. Annual dues vary with size of the school.

SMALL (Under 300 enrollment) —\$4.00

MEDIUM (300-999 enrollment) —\$5.00

LARGE (1,000 or larger) —\$6.00

Following is a list of 6,413 schools, each of whose student council was a member of the National Association of Student Councils during the school year 1954-55. As stated above, those schools joining after April 1, 1955, will be included in next year's listing. The Association has school council members in every state of the Union and in Alaska, American Samoa, Canal Zone, Hawaii, the Marianas Islands, Puerto Rico, and the Virgin Islands; also in Canada, Cuba, Germany, Japan, and Mexico.

The schools are listed alphabetically by states. Wherever the name of the high school is the same as the post office address, only the post office address is given. When the high school has a different name, the post office address is given first, followed by the name of the school. When more than one student council in a town or city is a member of the Association, the post office address is listed first, followed by the names of the high schools in alphabetical order written under the name of the town or city; whenever the name of one of these high schools is the same as the post office address, only the words "High School" are printed.

The following abbreviations as used: HS for high school; Jr. HS for junior high school; Sr. HS for senior high school; Co. HS for county high school; Jt.

HS for joint high school; Com. HS for community high school; Tech. HS for technical high school; Twp. HS for township high school; and Consol. HS for consolidated high school. Other abbreviations are: Acad. for academy, Agric. for agricultural, Cath. for Catholic, Cent. for central, Col. for college, Demon. for demonstration, Dept. for department, Dist. for district, Indep. for independent, Inter. for intermediate, Indus. for industrial, Elem. for elementary, Lab. for laboratory, Mem. for memorial, Prep. for preparatory, Milit. for military, Reg. for regional, Spec. for special, St. for Saint or street, Sec. for secondary, Sch. for school, Schs. for schools, Trng. for training, Unif. for unified, Voc. for vocational, and Univ. for university.

It is hoped that this directory will be helpful to student councils that are interested in contacting other members of the National Association of Student Councils to promote the formation of state and district student council associations where none are in existence and to exchange ideas and information. This list will also be helpful to state associations in ascertaining and contacting those high schools that are not members of the National Association to encourage them to join.

Brookwood

ALABAMA

Adger-Oak Grove HS Alabama City-Emma Sansom HS Alexander City-Benjamin Chatom-Washington Co. Russell HS Aliceville Alpine-Winterboro HS Andalusia Anniston Ashland-Clay Co. HS Ashville Attalla-Etowah Co. HS Auburn Lee Co. HS Lee Co. Trng. Sch. Bay Minette-Baldwin Co. HS Belle Mina-Mooresville Belle Mina HS Berry Bessemer High School Huevtown HS Birmingham Ensley HS Immaculata HS Minor HS Parker HS Brewton-T. R. Miller HS Florence-Coffee HS Bridgeport Brighton

Brundige-Pike Co. HS Butler-Choctaw Co. HS Centreville-Bibb Co. HS HS Citronelle Clanton-Chilton Co. HS Cullman Deatsville-Holtville HS Decatur Dothan High School Rehobeth HS Eclectic-Elmore Co. HS Enterprise-Coffee Co. HS Holt Eufaula Eutaw Carver HS Greene Co. HS Eva Evergreen Excel Fairfax-Valley Voc. Sr. HS Falkville Flomaton Florala-Covington Co. HS Lincoln Fort Payne-De Kalb HS Frisco City

Gadsen Carver HS High School Geneva Georgiana Greensboro Greenville Guntersville-Marshall Co. HS Hamilton Hanceville Demopolis-U. S. Jones HS Hartselle-Morgan Co. HS Headland Highland Home-Crenshaw Co. HS Homewood-Shades Valley Hueytown Huntsville Jacksonville Jasper-Walker Co. HS Leeds High School Moton HS Leroy Lexington

Lineville

Lincoln HS

Marion

Perry Co. HS McCalla-McAdory HS Mobile

Convent of Mercy HS Murphy HS Toulminville Jr. HS Monroeville-Monroe Co.

Montevallo Montgomery

Baldwin Jr. HS G. Washington Carver Cloverdale Jr. HS

Sidney Lanier HS Morris-Mortimer Jordon

Northport-Tuscaloosa Co.

HS Oneonta Opelika

> Clift HS J. W. Darden HS Sanford HS

Opp Pell City

Mission HS

Piedmont

Plateau-Moble Co. Trng. Sch.

Prichard-Vigor HS Red Bay

Repton Rogersville-Lauderdale Co. Holbrook

HS Samantha-Gorgas HS Sardis-Shiloh HS

Scottsboro-Carver HS Selma

H. B. Hudson HS Albert G. Parrish HS Semmes

Sheffield Somerville Cotaco HS Union Hill HS

Springville Suttle Sweet Water Sylacauga

B. B. Comer Mem. HS East Highland HS

Tallassee Tarrant Thomasville Town Creek-Hazlewood HS

Troy Trussville-Hewitt HS Tuscaloosa

Druid HS High School Tuscumbia-Deshler HS

Tuskegee Union Springs Vinemont-Jr. HS Warrior

West Blocton Westfield Wetumpka

York-Sumter Co. HS

ARIZONA

Buckeye-Union HS Casa Grande-Union HS

Chandler Clarksdale-Mingus HS

Cottonwood Douglas-Sr. HS

Phenix City-Mother Mary Eloy-Santa Cruz Valley Union HS

Flagstaff Ganado-Mission HS

Gila Bend Gilbert

Glendale-Union HS Globe

Kingman-Mohave Co.

Union HS Litchfield Park Mesa

Miami Morenci

Parker-Northern Yuma Co. Union HS

Peoria Phoenix

North Phoenix HS Phoenix Tech. Sch. Roosevelt Sch.

Union HS West Phoenix HS Xavier HS

Prescott-Sr. HS Ray Safford Seligman Sunnyslope

Superior Thatcher

Tolleson-Union HS Tucson

Ampitheater HS Catlina Ir. HS St. Joseph Acad. Salpointe HS Sunnyside J. HS High School Wakefield Jr. HS

Winslow Yuma-Union HS

ARKANSAS

Alma Altheimer Arkadelphia

High School Peake HS

Augusta Batesville Benton

Ir. HS Sr. HS

Bentonville Berryville Blytheville

Brinkley Bryant

Calico Rock Camden

> High School Fairview HS Harmony Grove HS

Carlisle Chidester Clarendon Conway

High School Pine St. HS

Corning Cotton Plant Crossett Danville De Queen

High School Jr. HS De Witt Dumas

Elaine El Dorado Eudora Fayetteville

High School

Jr. HS	Menifee—Conway Co. Trng. Sch.	West Fork West Memphis
University HS	Mineral Springs	Wynne
Fordyce	Morrilton	vvyime
Foreman Forrest City—Sr. HS	Murfreesboro	CALIFORNIA
	Nashville	
Fort Smith		Alhambra
Jr. HS	Newport Colored HS	High School
Sr. HS	High School	Ramona Convent HS
Ramsey Jr. HS		Anderson-Union HS
Glendale	Jr. HS	Arcadia
Grady	North Little Rock	Arvin
Gravette	Jefferson Davis Jr. HS	Avenal
Greenwood	Fourth Street Jr. HS	Bakersfield
Gurdon	Jones HS	High School
Hamburg	Sr. HS	North HS
Hampton	Okolona	Barstow
Hazen	Ola	Jr. HS
Helena—Central HS	Osceola	Union HS
Holly Grove	Paragould—Greene Co.	Bell Gardens-Jr. HS
Hope—Henry C. Yerger HS	Tech. HS	Belmont-Col. of Notre
Horatio	Paris	Dame HS
Hot Springs	Pine Bluff	Berkeley
Jr. HS	Merrill HS	Garfield Jr. HS
Langston HS	Jr. HS	Willard Jr. HS
Sr. HS	Sr. HS	Bishop-Union HS
Hughes	Sr. Peter's HS	Blythe-Palo Verde HS
Jacksonville	Watson Chapel HS	Burbank
Jonesboro-Sr. HS	Pocahontas	Bellarmine—Jefferson
Junction City	Prescott	HS
Keiser	McRae HS	David Starr Jordan HS
Lake Village—Lakeside HS	High School	John Muir Jr. HS
Leachville	Ratcliffe—County Line HS	Campbell—Union HS
Lewisville	Rondo	Chico
Little Rock	Russellville—Sr. HS	China Lake—Sherman E.
Arkansas School for the	Searcy	Burroughs HS
Blind	Sheridan	Chowchilla—Union HS
Dunbar HS	Shirley	Cloverdale-Union HS
High School	Siloam Springs	Clovis-Union HS
Pulaski Heights Jr. HS	Smackover	Coalinga—Jr. HS
Joe T. Robinson HS	Sparkman	Coleville
Tech HS	Springdale	Compton
West Side Jr. HS	Star City	Sr. HS
Lockesburg-Sevier Co.	Stephens	Franklin S. Whalfy Jr.
Trng. Sch.	Stuttgart	HS
Luxora	Taylor	Concord-Loma Vista Inter.
Mabelvale	Texarkana—Sr. HS	Sch.
Magnet Cove	Tillar	Corning—Union HS
Magnolia	Van Buren	Corona—Jr. HS
Malvern	Waldo	Covina
Marianna	Waldron	Crockett—John Swett
Marked Tree	Walnut Ridge	Union HS
Marmaduke	Warren	Culver City-Jr. HS
Marvell-M. M. Tate HS	Brdaley Co. HS	Del Paso Heights-Grant
McGehee	High School	Union HS
Mena	Watson	Dinuba-Joint Union HS

Dixon-Union HS El Centro-Central Union HS El Cerrito El Monte-Union HS Eureka-Ir. HS Fall River Mills-Jt. Unified HS Ferndale-Union HS Fillmore-Union HS Folsom-Union HS Fresno Central Union HS West Coast Bible Sch. Fullerton-Union HS Fort Bragg-Sr. HS Galt-Jt. Union HS Glendora-Brown Sch for Girls Grosmont High School Hedix HS Gustine-Union HS Hawthorne Herlong Highland-Jr. HS Hollywood Huntington Beach-Union HS Idyllwild-Desert Sun Sch. Inglewood High School Morningside HS La Canada-Jr. HS Lafayette-Acalanes Union

Lafayette—Acalanes Union
HS
La Mesa—Jr. HS
Lancaster—Antelope Valley
Jt. Union HS

Lemoore—Union HS Linden—Union HS Lindsay Lodi—Union HS

IS

Jr.

er.

Long Beach
Benjamin Franklin Jr.
HS
Lakewood Jr. HS

Stephens Jr. HS Los Angeles Cath. Girls HS

Susan Miller Dorsey HS Emerson Jr. HS John C. Fremont HS Garfield HS Bret Harte Jr. HS Hollenbeck Jr. HS
Le Conte Jr. HS
Manual Arts HS
John Marshall HS
St. Mary's Acad.
Univ. HS
George Washington HS
Lynwood
Maricopa
Martinez—Jr. HS

Martinez—Jr. HS
Marysville—Union HS
National City
Jr. HS
Sweetwater Union HS
Needles—Union HS

Oakland Golden Gate Jr. HS Havenscourt Jr. HS High School

Tech. HS
Ojai—Villanova Prep. Sch. Shafter
Ontario—Chaffey Union HS
Oxnard—Union HS
South H

Palm Springs
Palo Alto—Ray Lyman
Wilbur Jr. HS
Paradise—Jr.-Sr. HS
Pomona—Cath. HS
Porterville—Union HS

Portola—Jr.-Sr. HS Raymond—Granite Union HS

Richmond—Harry Ells Jr. HS Rivera—El Rancho HS

Riverside—Central Jr. HS Rosemead Sacramento

El Camino HS Lincoln Jr. HS McClatchy HS Sr. HS

Stanford Jr. HS Salina—El Sausal Jr. HS

San Bernardino Arrowview Jr. HS Edison HS Sturges Jr. HS

Stephen Watts Kearny Arva
HS Aspe
Francis W. Parker Sch. Ault

St. Augustine HS High School Rosary HS

San Fernando

San Diego

San Francisco

Balboa HS Francisco Jr. HS Notre Dame Des

Victoires San Jacinto

San Jose James Lick HS Notre Dame HS

San Lorenzo San Luis Obispo—Jr. HS San Rafael

Santa Cruz Brancifort

Branciforte Jr. HS Holy Cross HS High School Santa Monica

John Adams Jr. HS Lincoln Jr. HS High School

Shafter
Sonora—Union HS
South Pasadena—San
Marino Hall Sch. for
Girls

Sun Valley—Jr. HS Sutter—Union HS Sutter Creek—Amador Co. HS

Temple City
Truckee—Tahoe Truckee
HS

Tulare—Union H S
Upper Lake—Union HS

Vallejo Hogan Jr. HS St. Vincent's HS Jr. HS

Visalia—Union HS Weed Whittier

California HS Union HS

Yreka-Siskiyou Co. Schs.

COLORADO

Adams City Alamosa Arvada Aspen Ault Aurora Berthoud Boulder

Base Line Jr. HS

High School Casey Jr. HS	Glenwood Springs-Garfield Co. HS	Walsenburg-Huerfano Co.
Brighton	Golden	Westminster
		Wheat Ridge
Brush	Grand Junction	Yampa
Canon City—The Abbey	Central HS	Yuma
Sch.	High School	
Cedaredge Cheraw—Consol. HS	Greeley Col. HS	CONNECTICUT
Colorado Springs	High School	Baltic-Acad. of the Holy
Cheyenne Mt. HS	Meeker Jr. HS	Family
High School	Gunnison—Co. HS	Berlin
St. Mary's HS	Holyoke-Phillips Co. HS	Bethel
Cortez-Montezuma Co. HS	Julesburg	Bloomfield
Cotopaxi	Kit Carson	Branford
Craig-Moffat Co. HS	La Junta	Bridgeport-Bullard-
Del Norte	Lamar-Union HS	Havens Tech. Sch.
Delta	La Salle	Bristol-St. Anthony's HS
Denver	Las Animas-Bent Co. HS	Colchester-Bacon Acad.
Alameda HS	Littleton	Danbury
All-City Student	Loveland	Darien
Council	McClave .	Deep River-Valley Reg.
Baker Jr. HS	Meeker-Rio Blanco Co.	HS
Byers Jr. HS	HS	Durham
Cathedral HS	Milliken	Fairfield-Roger Ludlowe
Cole Jr. HS	Monte Vista	HS
East HS	Rio Grande Co. HS	Falls Village-Housatonic
Gove Jr. HS	Sargent Consol. HS	Valley Reg. HS
Grant Jr. HS	Montrose-County HS	Glastonbury
Kepner Jr. HS	Mt. Morrison-Bear Creek	Greenwich
Lake Jr. HS	Consol. Sch.	Guilford
Horace Mann Jr. HS	Olney Springs	Hartford
Manual Trng. HS	Ordway	Bulkeley HS
Merrill Jr. HS	Otis	Reg. Tech. HS
Morey Jr. HS	Ouray	Lakeville-Hotchkiss Sch.
Mountair HS	Ovid	Litchfield
North HS	Palisade	Madison-Hand HS
St. Francis De Sales	Paonia	Manchester
HS	Platteville	Meriden
St. Joseph HS	Pueblo	Jefferson Jr. HS
Skinner Jr. HS	Centennial HS	Lincoln Jr. HS
Smiley Jr. HS	Central HS	High School
South HS	Corwin Jr. HS	H. C. Wilcox Tech Sch.
West HS	Pueblo Co. HS	Middlebury-Westover Sch.
Durango	Risley Jr. HS	Middletown
Englewood	Rangely	High School
Estes Park	Rifle-Union HS	Vinal Reg. HS
Flagler	Salida	Milford
Fleming	Simla	Lauralton Hall
Fort Collins	Springfield	High School
High School	Sterling	Moodus-Nathan Hale and
Lincoln Jr. HS	Timnath	Ray Sch.
Fort Lupton	Trinidad	New Haven
Fort Morgan	Holy Trinity HS	Fair Haven Jr. HS
	TTI-L C.LI	Hamden Hall Country
Fowler Fruita—Union HS	High School Walden—Jackson Co. HS	Day Sch.

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Hillhouse HS Hopkins Grammar Sch. West Hartford Sheridan Jr. HS Newington-Sr. HS New London Bulkelev Ir. HS High School Williams Mem. Institute

North Grosvenor Dale-Tourtellotte Mem. HS North Stonington-Wheeler HS

Norwalk Centre Ir. HS High School

Norwich . Free Acad. Reg. Tech. Sch. Old Lyme

Portland

Poquonnock Bridge-Robert E. Fitch HS

Putnam Rockville

Seymour Simsbury-Ethel Walker Sch.

Southington-Lewis HS South Norwalk-Benjamin Franklin Ir. HS

Stafford Springs-Stafford HS

Stamford Cloonan Jr. HS Daycroft School Walter R. Dolan Jr. HS

Rogers Jr. HS J. M. Wright Tech. Sch.

Stonington Stratford-David Wooster Ir. HS

Thompsonville-Enfield HS Torrington

> High School Oliver Wolcott Tech. Sch.

Wallingford-Lyman Hall HS

Waterbury

Warren F. Kaynor Reg. Tech. Sch. Saint Margaret's Sch.

Watertown-Swift Jr. HS

William Hall HS Mount St. Joseph Acad. James Talcott Jr. HS

West Haven Notre Dame HS High School

Westport Bedford Ir. HS Horace C. Hurlbutt Sch.

DELAWARE

Camden-Caesar Rodney Claymount-Spec. Dist. HS

Delaware City Delmar

Wethersfield

Dover Felton Harrington

Hockessin-Sanford Prep. Sch.

Laurel

Paul Lawrence Dunbar Sch

High School

Lewes Middletown Milford Newark New Castle

Colwyck Jr. HS William Penn HS Rehoboth Beach-Spec. Sch. Dist.

Seaford Selbyville Wilmington

Bayard Jr. HS H. F. Brown Voc. HS H. C. Conrad HS Alexis I. Du Pont HS Pierre S. Du Pont HS Howard HS

Mt. Pleasant HS Salesianum Sch. for Boys

Emalea Russey Warner Auburndale Jr. HS High School

DIST. OF COLUMBIA

Washington

Acad, of the Holy Cross Acad, of Notre Dame

Anacostia HS Armstrong Tech. HS Banneker Jr. HS Bell Voc. HS Capitol Page Sch.

Cardozo HS Chamberlain Voc. HS

Calvin Coolidge HS Alice Deal Jr. HS Dunbar HS Eastern HS

Garnett-Patterson Jr. HS

Holy Trinity HS Immaculata Seminary Jefferson Jr. HS Langley Ir. HS Kelly Miller Jr. HS Mackin HS

McKinley HS National Cathedral Sch. for Girls

Phelps Voc. HS Roosevelt HS Sacred Heart Acad. St. Anthony HS St. Cecilia's Acad. Sidwell Friends Sch.

Sousa Jr. HS Stuart Jr. HS Taft Jr. HS Terrell Jr. HS M. M. Washington Voc. HS

Western HS Woodrow Wilson HS

FLORIDA

Alachua Alva Apopka Arcadia

> De Soto Co. HS Smith-Brown HS West Elem. Sch.

Archer Avon Park Bartow

Gifford

Gonzalez-James M. Tate HS

Jr. HS	Goulds-Mays Elem. HS	Milton
Summerlin Inst.	Green Cove Springs-Clay	Mount Dora
Union Acad.	Co. HS	Naples
Belle Glade-Everglades	Greenville	New Port Richey-Gulf HS
Voc. HS	Greenwood	North Miami
Blountstown	Haines City	Ocala
Bradenton-Manatee Co.	Havana	Fessenden HS
HS	Hialeah-Jr. HS	High School
Branford	Hollywood-South Broward	
Bunnell-Carver HS	HS	Orlando
Callahan	Jacksonville	Boone HS
Chipley-Roulhac HS	Douglas Anderson Jr.	Cherokee Jr. HS
Clearwater	HS	Edgewater HS
Jr. HS	Isaiah Blocker Jr. HS	Jones HS
Sr. HS	Alfred I. Du Pont Sch.	Pahokee
Clewiston	John Gorrie Jr. HS	Palmetto-Lincoln Mem.
Coral Gables	Bishop Kenny HS	HS
High School	Paxon HS	Panama City-Rosenwald
St. Theresa HS	Jasper	HS
Crawfordville	Jennings	Pensacola
Crescent City-Middleton	Kathleen	W. A. Blount Jr. HS
Jr. HS	Key West	Cath. HS
Crestview	Convent of Mary	A. V. Clubbs Jr. HS
Cross City-Dixie Co. HS	Immaculate	High School
Dade City-Pasco HS	High School	Warrington Jr. HS
Dania—Attucks HS	Kissimee	Washington HS
Daytona Beach	High School	Perry-Taylor Co. HS
Mainland HS	Osceola HS	Plant City
Seabreeze HS	Lakeland	Sr. HS
De Funiak Springs-Walton	High School	Tomlin Jr. HS
HS	William A. Rochelle	Pompano Beach
Dover-Turkey Creek HS	HS	Blanche Ely HS
Dunnellon	Lake Wales	High School
High School	High School	Ponce De Leon
Booker T. Washington	Roosevelt HS	Port St. Joe
HS	Lake Worth	Quincy—Stevens HS
Everglades	Largo	Rockledge—Cocoa HS
Fernandina	Leesburg	Safety Harbor-Jr. HS
Ft. Lauderdale	Carver Heights HS	St. Augustine—Ketterlinus
Central Cath. HS	JrSr. HS	HS St. Determinent Co. HS
Dillard HS	Live Oak—Suwanee HS Madison	St. Petersburg—Sr. HS Sarasota
High School	Melbourne	Booker Sch.
Pine Crest HS Ft. Meade	Miami	High School
Ft. Myers		
Dunbar HS	Assumption HS Dorsey HS	Sebring Sopchoppy
JrSr. HS	Kinloch Park Jr. HS	Starke—Bradford HS
Ft. Pierce-Lincoln Park	Robert E. Lee Jr. HS	Tallahassee
Acad.	Edison Sr. HS	Demon. Sch.
Frostproof	Miami Jackson HS	Florida A. and M.
Gainesville	Sr. HS	Demon. HS
High School	Miami Tech HS	Leon HS
P. K. Yonge Lab. Sch.	B. T. Washington HS	Lincoln HS
Gifford	Miami Beach	Tampa

Miami Beach

Lear Sch.

Sr. HS

G. W. Carver HS

Hillsborough HS

Tampa

IS.

18

Jefferson Sr. HS
Memorial Jr. HS
Middleton Sr. HS
Our Lady of Perpetual
Help
H. B. Plant HS
Sacred Heart Acad.
Booker T. Washington
Jr. HS
Tarpon Springs
Tavares
West Palm Beach

Tavares
West Palm Beach
Conniston Jr. HS
Northboro Jr. HS
Palm Beach HS
Rosarian Acad.
Wildwood

Winter Haven Winter Park Hungerford Sch. High School

GEORGIA

Albany Americus—Staley HS Athens High School High and Indus. Sch. Univ. HS

Univ. HS
Atlanta
William A. Bass HS
Brown HS
Henry Grady HS
Murphy HS
North Fulton HS
Northside HS
O'Keefe HS
School of Christ the
King
Southwest HS
West Fulton HS
Westminster School.

Southwest HS
West Fulton HS
Westminster Schs.

Augusta
Lucy Craft Laney HS
Langford Jr. HS
Murphy Jr. HS
Tubman HS
Austell—South Cobb HS
Avondale Estates—Avondale HS
Bainbridge—Hutto HS
Baxley—Trng. HS
Brunswick—Glynn Acad.
Butler

Chamblee
Clarkston
Claxton—Evans Co. Trng.
Sch.
Climax—Attapulgus-Mt.
Moriah HS
Collegeboro—Laboratory
HS
College Park—North Clay-

Moriah HS
Collegeboro—Laboratory
HS
College Park—North Clayton HS
Columbus
High School
Jr. HS
Jordan Voc. HS
Cordele—Halsey-Cobb Inst.
Cornelia—South Habersham
HS
Covington—Newton Co. HS
Dearing
Savannal
South High
Social Ci
Swainsbe
Thomaste
Thomaste
Troccoa
Trion
Valdosta
Dash
Waresboi

Decatur
Douglas
East Point—Russell HS
Emory University—Druid
Hills HS
Fairburn—Campbell HS

Ft. Gaines—Clay Co. HS Griffin Hazlehurst—Jeff Davis Co. HS Jacksonville—Ocmulgee HS La Grange—Hill Street Jr. HS

Lawrenceville
Lithonia
Macon
A. L. Miller Jr. HS
A. L. Miller Sr. HS
Mt. De Sales Acad.
Madison—Morgan Co. HS
McDonough—Henry Co.
HS
Metter

Milledgeville—Peabody HS
Millen—Jenkins Co. HS
Morven
Moultrie
High School
High School for Negro
Youth
Jr. HS
Nashville—Berrien HS

Nashville—Berrien H Norman Park Pearson Quitman Brooks HS High School Rome
Main HS
High School
Roswell
Sandersville—T. J. Elder
HS
Savannah
Comm. HS
High School
Social Circle
Swainsboro
Thomaston—R. E. Lee HS
Thomasville—Douglass HS

Thomasville—Douglass HS
Toccoa
Trion
Valdosta
Dasher HS
High School
Waresboro
Waycross
Woodbine—Camden Co. HS

IDAHO
Ashton-North Freemont
Blackfoot

Blackfoot Boise Sr. HS South Jr. HS Buhl Burley

Caldwell
Driggs—Teton HS
Fairfield—Camas Co. HS
Gooding
Grace
Grangeville

Hailey
Idaho Falls
O. E. Bell Jr. HS
High School
Lewiston—Jr. HS
Meridian

Meridian
Montpelier
Nampa
Oakley
Pocatello—Sr. HS
Orofino

High School for Negro
Youth
Jr. HS
hville—Berrien HS

Rexburg—Madison HS
St. Anthony—South Fremont HS
Sandpoint

High School
Jr. HS
Shelley
Twin Falls
Wallace

ILLINOIS

Abingdon-Com. Unit Sch. Albion-Edwards Co. Sr. HS

Altamont

Alton

Sr. HS

West Jr. HS Antioch Arcola Argo-Com. HS

Arlington Heights Arthur

Auburn-Unit Sch. Dist.

No. 10

Aurora-East HS Ava-Trico Consol. HS Barrington-Consol, HS Bath-Balyki HS Belleville-Twp. HS

Belvidere Bloomington

Bluffs-Com. HS Bradley-Bradley-Bourbonnais Com. HS

Cambridge Canton Carbondale

Attucks Com. HS University HS

Carlinville-Com. HS Carmi-Twp. HS

Carrollton

Carterville-Com. HS Carthage-Com. HS

Centralia-Twp. HS Champaign

Jr. HS Sr. HS Charleston Chenoa

Chester Chicago

> Amundsen HS Aquinas Dominican HS Colfax-Octavia HS Austin HS Calumet HS Christian HS

De Paul Univ. Acad. Du Sable HS Englewood HS

Fenger HS Harrison Tech. HS Harvard Sch. for Boys Des Plaines

Hirsh HS

lewish Acad. Kelly HS Laboratory Sch.

Luther HS North John Marshall HS Mercy HS

Mundelein Cathedral

HS North Park Acad.

Notre Dame HS Resurection HS

St. Dominic HS St. Elizabeth HS

St. Gregory HS

St. Ignatius HS St. Joseph HS

St. Louis Acad. St. Mary of Perpetual Help HS

St. Michael Central Boys HS

St. Michael Central HS-Girls

St. Scholastica HS St. Thomas the Apostle

SS Peter and Paul HS Galesburg

Carl Schurz HS Siena HS South Shore HS

Spalding HS Steinmetz HS

Cardinal Stritch HS Visitation HS

Washburne Voc. Sch. Wells HS

Chicago Heights-Bloom Twp. HS

Chillicothe Cicero-Morton HS Cisne-Com. HS Clinton

Com. HS Washington Jr. HS Coal City-Twp. HS Collinsville-Twp. HS

Crete Danville Decatur

Johns Hill Jr. HS St. Teresa HS De Kalb-Twp. HS

Delavan-Com. HS

Jr. HS

Maine Twp. HS Dundee-Com. HS

Dwight-Twp. HS

East Moline-United Twp. HS

East Peoria-Com. HS East St. Louis

Cahokia Commonfields

Hughes-Quinn Jr. HS

St. Teresa Acad. Edinburg-Twp. HS

Edwardsville Effingham

Eldorado-Twp. HS

Elgin

Elmhurst-Immaculate Conception HS

Eureka Evanston-Twp. HS

Fairmount Franklin Park-Levden

Com. HS Freeburg-Com. HS

Freeport Galatia-Com. HS

Churchill Jr. HS

Sr. HS Galva

Geneseo High School Jr. HS

Genoa-Twp. HS Gibson City

Glen Ellyn-Glenbard Twp. HS

Godfrey-Monticello Prep. Sch. Granite City

Granville-Hopkins Twp.

Grayslake-Com. HS Grayville

Gridley-Com. HS Gurnee-Warren Twp. HS Harrisburg-Twp. HS

Harvey-Thornton HS Highland Park Hinsdale-Twp. HS

Hoopeston-John Greer HS Huntley

Hutsonville

Ingleside-Grant Com. HS Jacksonville

Jerseyville-Com. HS

Johnston City loliet Cath. HS Twp. HS Kankakee East Jr. HS High School West Ir. HS Karnak-Com. HS Kewanee High School Wethersfield HS Kincaid-South Fork Com. Knoxville La Grange Lyons Twp. HS Nazareth Acad. HS Lake Forest-Day Sch. Lake Zurich-Ela Twp. HS Pana Lanark-Com. Unit HS Lawrenceville-Twp. HS Leland-Com. HS Lemont Lena Libertyville-Twp. HS Lincoln-Com. HS Litchfield-Com. HS Little York-Com. HS Lostant-Com. HS Macomb-Sr. HS Madison Mahomet-Com. HS Maroa Marseilles Mascoutah-Com. HS Mason City-Com. HS Maywood-Proviso Twp. HS McLean-Com. HS Melrose Park-Mannheim Sch. Mendon-Unity HS Mendota Metropolis-Com. HS Milford-Twp. HS

Minooka—Com. HS
Moline
John Deere Jr. HS
Sr. HS
Momence—Com. HS
Mooscheart
Morris—Com. HS
Morrison—Com. HS
Morrison—Twp. HS

Mineral-Com. Cons. Sch.

Mounds—Douglass HS
Mt. Carmel
Mt. Morris—Com. HS
Mt. Olive—Com. HS
Mt. Vernon—Twp. HS
Moweaqua
New Baden—Com. HS
Newton—Com. HS
Norris City
North Chicago—Com. HS
Dist. 123
Oblong—Twp. HS
Olney—East Richland HS
Orangeville
Orion—Com. HS

Orion—Com. HS
Orland Park—Com. HS
Oswego—Com. HS
Ottawa—Twp. HS
Palatine—Twp. HS
Pana
Paris
Park Forest—Rich Twp.

Park Forest—Rich Twp. HS Pekin Com. HS

Washington Jr. HS
Peoria
Academy of Our Lady
Manual Trng. HS
High School
Bryant H. Trewyn Jr.

HS Pittsfield—Com. HS Quincy

Notre Dame HS
High School
Rantoul—City Sch.
Red Bud—Com. HS
Reddick
Reynolds—Com. HS
River Forest—Trinity HS

Robinson-Twp. HS

Rockford
East Sr. HS
Bishop Muldoon HS
West HS
Rock Island

Alleman HS
Central Jr. HS
Sr. HS
St. Anne—Com. HS
St. Charles—Com. HS
St. Elmo—Com. HS
Savanna—Com. HS
Shelbyville—Com. HS
Shokie—Niles Twp. HS

Springfield Lanphier HS High School Staunton Sterling-Twp. HS Stewardson-Stewardson-Strasburg HS Streator-Twp. HS Sullivan Sycamore-Com. HS Taylorville Thebes-Twp. HS Tonica-Com. HS Tuscola Urbana High School Ir. HS Vandalia-Com. HS Waltonville-Com. HS Washington

Watseka—Com. HS
Waukegan
Holy Child HS
Twp. HS
Wellington—Jr. and Sr. HS
Wenona
Wheaton—Com. HS
White Hall
Windsor—Com. HS
Wilmington
Winchester

Winnetka-New Trier Twp.

Wolf Lake—Shawnee HS Wood River—Lewis Clark Jr. HS Woodstock Yorkville—Com. HS

HS

INDIANA

Alamo
Anderson
Bainbridge
Battle Ground
Bedford
Beech Grove
Bloomington
High School
Univ. HS
Boonville
Bourbon
Brazil—Sr. HS
Bremen
Britt
Brook—Brook Sch.

Brookville	Indianapolis	Oldenburg-Acad. of Im-
Brownstown—Consol. HS	Arsenal Tech. HS	maculate Conception
Bunker Hill	Crispus Attucks HS	Onward-Tipton Twp. HS
Butler	Broad Ripple HS	Otwell
Cannelton	Ben Davis HS	Palmyra-Morgan Twp.
Charlestown	Thomas Carr Howe HS	School
Chesterton	Park Sch.	Paoli
Churubusco	Shortridge HS	Pendleton
Clinton	Southport HS	Peru-Sr. HS
Columbus	Warren Central HS	Plainfield
Crothersville	George Washington HS	
Crown Point	Jeffersonville	Center HS
High School Merrillville HS	Knightstown Knox—Com. HS	Portland Princeton
Dale Merrillville 115	Kokomo	Reelsville
A		Richmond
Delphi Demotte	Lafayette Jefferson HS	Sr. HS
Dunkirk	St. Francis HS	Test Jr. HS
East Gary—East Gary	Shadeland HS	Rockport
Edison HS	Lebanon	Rockville
Economy	Linden	Rolling Prairie
Elkhart	Linton-Linton-Stockton	Russiaville-Western HS
Central Jr. HS	HS - Stockton	Shelburn
High School	Logansport	Shipshewana
Evansville	Lowell	South Bend
Benjamin Bosse HS	Marion	John Adams HS
Central HS	Martin Boots Jr. HS	James Whitcomb Riley
Lincoln HS	High School	HS
Mechanic Arts Sch.	Martinsville	Speedway
F. J. Reitz HS	Mecca	Spencer
Fillmore	Mentone	Sunman
Fort Wayne-Central HS	Mill Creek	Terre Haute
Fowler-Sr. HS	Mishawaka	Garfield HS
Frankfort	Main Jr. HS	Gerstmeyer Tech. HS
Franklin	High School	Honey Creek HS
Gary	Modoc-Union HS	Laboratory Sch.
Portage HS	Monon	McLean Jr. HS
Roosevelt HS	Monticello-Roosevelt HS	Thornton Jr. HS
Lew Wallace HS	Montpelier-Montpelier-	Wiley HS
Gas City-Mississinew Jt.	Harrison Twp. HS	Woodrow Wilson Jr.
HS	Mt. Vernon	HS
Greenfield	Muncie	Tipton
Greentown-Eastern HS	Central HS	Tunnelton
Greenwood	McKinley Jr. HS	Vallonia
Griffith-Public Sch.	Nappanee—Com. HS	Valparaiso
Hamlet-Union Twp. HS	New Albany-Sr. HS	Vevay
Hammond	New Castle	Wabash
Edison Jr. HS	New Goshen—Fayette HS	Noble Twp. HS
Morton HS	New Haven	High School
Tech-Voc. HS	Noblesville	Wanamaker—Franklin
Hartford City	High School	Twp. Sch.
Hebron	Jr. HS	Washington
Hillsboro	North Manchester—Chester	West Lafayette
Hobart	Twp. HS	Whiting—George Rogers Clark Sch.
Huntingburg Idaville	North Vernon	Williamsport
Idaviiic	Oakland City	vviiiaiiisport

Winchester Winslow

Zionsville-Eagle Twp. HS

IOWA

Ackley-Indep. Sch. Adel Akron Albion

Algona Alleman-Consol. Sch.

Altoona Ames

Central Jr. HS Sr. HS Anita-Public Sch.

Ankeny Armstrong-Consol. Sch.

Atlantic Auburn Audubon

Aurelia-New Aurelia Consol. Sch.

Belle Plaine Belmond Bloomfield Boone

Burlington Horace Mann Jr. HS

Sr. HS Calamus-Consol. HS Callender-Indep. HS

Carroll Cedar Rapids Chariton HS

> Franklin HS Immaculate Conception School

Wilson HS Cherokee

Washington HS Wilson Jr. HS Clarinda-Sr. HS

Clarion Clinton Colfax Colo

Columbus Junction-Columbus Indep. HS

Conrad-Consol. Sch. Corning

Council Bluffs Thomas Jefferson HS Abraham Lincoln HS Creston

Denison Denver Des Moines

> Roosevelt HS St. Joseph Acad. Woodside Indep. Sch.

De Witt Dike-Consol. HS Dubuque

Sr. HS Jefferson Jr. HS

Loras Acad. Durant Dyersville-Xavier HS

Eagle Grove Earlham Eldora

Elk Horn-Consol. Sch. Elma

Emmetsburg Fairfield Forest City

Fort Dodge-Sr. HS Fort Madison-Sr. HS Garrison-Consol. HS George

Gilbert-Consol, HS Glenwood Gowrie

Greene Greenfield Green Mountain

Grinnell Grundy Center Guthrie Center

Hampton High School Jr. HS

Hartley Hornick-Consol. Sch. Humboldt Huxley-Consol. Sch.

Ida Grove Independence Indianola Iowa City

High School Ir. HS State Univ. Lib.

Univ. HS Ireton-Indep. Sch. Jefferson

Kellerton-Indep. Sch. Keokuk

Jr. HS St. Peter HS Keosaugua Knoxville

Lake View Lamoni Lansing

Le Grand-Consol. Sch. Le Mars-Sr. HS

Leon Logan

Lovilia-Indep. Sch.

Lytton Manchester Manning Mapleton Maguoketa Marshalltown Sr. HS

St. Mary HS Martelle-Consol. Sch.

Mason City High School Monroe Jr. HS

Miles Missouri Valley Monticello Morley Mt. Pleasant New Albin Newell-Consol. HS New Hampton

New London Newton Oelwein-Sr. HS Olin-Consol. Sch. Orange City

Northwestern Jr. Col. and Acad.

High School Osage Osceola Oskaloosa Ottumwa Panora Parkersburg

Paullina Perry Persia Pleasantville Plover-Consol. Sch.

Redfield-Consol. HS Reinbeck Remsen

Riceville Rock Rapids Rockwell City Sac City

St. Marys-Consol. Sch.	Atwood-Com. HS	Hutchinson
Scranton Scranton	Baldwin	High School
Sibley	Belle Plaine—Rural HS	Sherman Jr. HS
Sigourney	Beloit 113	Kansas City
Sioux City	Bird City—Rural HS	Argentine HS
Central HS	Bison—Rural HS	Northwest Jr. HS
East HS	Blue Rapids	Sumner HS
Leeds HS		Ward HS
Spencer—Sr. HS	Bogue—Rural HS Bucklin	
State Center—Consol. Sch.		Wyandotte HS
	Burden	Kensington
Steamboat Rock—Consol.	Byers	Kincaid—Rural HS
Sch.	Caney	Kingman
Storm Lake	Cawker City	Kinsley
Stratford—Com. Sch.	Cedar Point-Rural HS	Kiowa
Stuart	Chanute-Royster Jr. HS	Kirwin—Consol. HS
Sulphur Springs-Provi-	Cherryvale	Lakin—Rural HS
dence HS	Clyde—Rural HS	Lawrence
Swea City	Coffeyville-Field Kindley	Haskell Inst.
Tama	HS	Jr. HS
Titonka—Consol, Sch.	Colby—Com. HS	Leavenworth—Sr. HS
Traer	Concordia—JrSr. HS	Leoti-Wichita Co. Com.
Underwood	Council Grove-Wilson HS	HS
Van Horne-Consol. Sch.	Courtland	Lincoln
Van Meter	Delphos	Lincolnville
Ventura-Com. HS	Derby	Lindborg
Villisca	Dighton-Lane Com. HS	Linn-Rural HS
Vinton	Dodge City	Logan
Iowa Sch. for the Blind	Ir. HS	Lyons-Sr. HS
High School	Sr. HS	Madison
Wapello	Effingham-Atchison Co.	Manhattan
Washington	Com. HS	Ir. HS
Waterloo	El Dorado-Sr. HS	Monsignor Luckey HS
East HS	Ellinwood	Sr. HS
McKinstry Jr. HS	Ellis	McPherson
West HS	Ellsworth	Meade—Bible Acad.
Waukon	Emporia	Medicine Lodge
Waverly	Sr. HS	Merriam—Shawnee-
	Secondary Lab. Sch.	Mission HS
Webster City	Eudora—Rural HS	Miltonvale—Miltonvale
Lincoln HS	Eureka—Sr. HS	Wesleyan Col.
Washington Cent. Jr.		
HS	Formoso—Rural HS	Minneapolis
West Chester-Consol. Sch.	Fredonia	Moundridge
West Liberty	Garnett	Mulvane
Williamsburg-Indep. Sch.	Geneseo	Nickerson-Reno Com. HS
Winthrop—Consol. Sch.	Great Bend—Sr. HS	Olathe—Sr. HS
	Haddam—Rural HS	Olpe—Rural HS
KANSAS	Halstead	Osawatomie
	Haven-Rural HS	Oswego

Abilene Admire—Rural HS Agenda—Rural HS Alexander Anthony Arkansas City-Sr. HS Holcom Arma-Crawford Com. HS Holton Atchison

Otis-Rural HS Hays Herington Ottawa Hill City Ozawkie-Rural HS Hillsboro Palco-Rural HS Hoisington

Holcomb-Consol. Sch.

Humboldt

Paola Parsons

High School St. Patrick's HS

Peabody Phillipsburg Pittsburg Col. High Lab. Sch. Sr. HS Plainville Pratt High School Liberty HS Prescott-Rural HS Preston Protection Robinson-Rural HS Rossville-Rural HS Rozel Russell St. John Satanta-Rural HS Scott City-Scott Com. HS Sedan Sterling Tonganoxie-Rural HS Topeka

Hayden HS Highland Park HS High School Tribune-Greeley Co. Com. HS

Wakeeney-Trego Com. HS Walton Wamego-Rural HS Waterville

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Wellington-Jr.-Sr. HS Whiting-Rural HS Wichita

Allison Inter. Sch. Hamilton Inter. HS Mt. Carmel Acad. St. Mary's HS

High School East High School West Windom-Rural HS

Wilson Winchester-Rural HS Windam-Rural HS Zenda-Rural HS

KENTUCKY

Belfry Bloomfield Buechel-Fern Creek HS Calhoun Carrollton Covington

Ashland

John G. Carlisle Sch. Holmes HS Holmes Jr. HS Holy Cross HS La Salette Acad. Notre Dame Acad. Cumberland Danville Bate Sch. High School Dayton Elizabethtown Elkhorn City Evarts

Flemingsburg-Fleming Co. Wallins HS Fort Knox

Fort Thomas-Highlands HS Frankfort

High School Mayo-Underwood HS Georgetown-Garth HS Graham

Henderson Barrett HS Douglass HS Independence—Simon Kenton Sch.

Junction City La Grange-Oldham Co. HS

Lexington Athens HS Bryan Station Sch. Henry Clay HS Lafayette Jr. HS Univ. Sch.

Louisville Mercy Theodore Ahrens Trade HS

> J. M. Atherton HS Alex G. Barret Jr. HS Du Pont Manual HS Lucie N. Duvalle Jr. HS

Highland Jr. HS Jackson St. Jr. HS Shawnee HS Southern Jr. HS

Middletown -Eastern HS Morehead-Breckinridge Trng. Sch.

Munfordville

Nebo Newport Olive Hill-Erie HS Owensboro-Western HS

Paris-Western HS Pikeville-John's Creek HS Russell

Russellville St. Vincent-Academy Shelbyville

Somerset Valley Station-Valley HS Waddy

LOUISIANA

Alexandria Bolton HS Providence Cent. HS St. James HS Arabi

Atlanta Bastrop Baton Rouge High School Istrouma HS

Scotlandville Ir. HS Southern Univ. HS Univ. HS Woohlawn Sch. Bogalusa-Central Mem.

HS Bossier City-Bossier HS

Broussard-St. Cecilia HS Chalmette Clinton-East Feliciana Parish Trng. Sch.

Colfax Acad. of Our Lady of Coushatta-Springville HS Covington

> High School St. Paul's Col. HS Crowley

Delhi Denham Springs De Quincy De Ridder-George Wash-

ington Carver HS Donaldsonvile-Lowery HS Doyline

Duson-Judice HS Elton

Eunice-Charles Drew HS Franklin-St. John Acad. Franklinton-Pine HS

Grambling-Col. HS	New Roads
Haughton	Acad.
Haynesville	Opelousas-
Holly Ridge	Pioneer
Iota	Plaquemine-
Jena	Ponchatoula
Jennings	Port Barre
Jonesboro-Jonesboro-	Port Sulphi
Hodge HS	Rayne—St.
Jonesville-Consol. HS	Rayville
Kilbourne	Reeves
Lafayette	Ringgold
High School	Rougon
Mt. Carmel HS	St. Martinvi
Lake Charles	Convent
La Grange HS	High S
High School	Shreveport
Marion HS	Broadm
St. Charles Acad.	Byrd H
Leesville	Central
Leonville	Fair Pa
Lutcher	Lakesho
Melville	Linwood
Midway	Sikes
Minden	Simsboro
	Slidell-St.
Monroe	Parish
Neville HS Quachita Parish HS	Springhill
St. Matthew's HS	Start
Terzia HS	Sulphur
	Sunset
Montgomery Moscon City	Tallulah
Morgan City Morse	Thibodaux
	Mt. Car
Napoleonville—Assumption	High So
HS	Ville Platte
Natchitoches-St. Mary's	Vinton
HS	Vivian
New Iberia	Washington
Jonas Henderson HS	West Monro
Mt. Carmel HS	Winfield
New Orleans	High Sc
Martin Behrman HS	Winn T
Alcee Fortier Sr. HS	
Samuel J. Green Jr. HS	M
Holy Name of Jesus HS	Auburn-Ed
Jefferson HS	Augusta—Co
L. B. Landry JrSr.	Bangor
HS	Sr. HS
Redemptorist HS	Fifth St
Rosenwald Elem. Sch.	Bath-Morse
St. Mary's Dominican	Belfast-Cro
HS	Bingham
Booker T. Washington	Blue Hill—(
Pub. HS	Acad.

ads-St. Joseph Brewer cad. s-J. S. Clark HS ine-Iberville HS oula rre phur St. Joseph HS inville ent of Mercy HS School rt dmoor Jr. HS HS ral Jr. HS Park HS shore Jr. HS ood Jr. HS t. Tammany rish Trng. Sch. Portland Carmel HS School itte on nroe School Trng. Sch. West Paris MAINE Winslow -Edward Little HS

Luburn—Edward Little HS
Lugusta—Cony HS
langor
Sr. HS
Fifth St. Jr. HS
Ar
lath—Morse HS
lelfast—Crosby HS
lingham
lue Hill—George Stevens

Brownville Junction Brunswick Cape Elizabeth Caribou Corinna-Union Acad. Dexter Dixfield Dover-Foxcroft-Foxcroft Acad. Eliot Ellsworth Fort Fairfield Greenville Guilford-Piscataquis Com. HS Kennebunk Limestone Machias Mexico Millinocket-George W. Stearns HS Monson-Acad. Newcastle-Lincoln Acad. Northeast Harbor-Mount Desert HS North Berwick Old Orchard Beach Orono Pemaquid-Bristol HS

Cathedral HS
Deering HS
Falmouth HS
Rockland
Rockport
Rumford—Stephens HS
Saco—Thornton Acad.
Sanford
Scarborough
South Berwick—Berwick
Acad.
Southwest—Pemetic HS

York Village—York HS MARYLAND

Aberdeen Annapolis—Wiley H. Bates HS

Baltimore
Baltimore City College
Brooklyn Park HS
Carver Voc.-Tech. HS

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Cath. HS of Baltimore Catonsville Elem. Sch. Frederick Douglas HS Paul Laurence Dunbar HS Benjamin Franklin Jr. SH Garrison Jr. HS Institute of Notre Dame Hagerstown Harvey Johnson Jr. HS Kenwood HS Mergenthaler Voc.-Tech. HS Milford Mill Jr.-Sr. HS Hughesville-Jr. HS Parkville HS Seton HS

Stemmers Run Jr. HS Booker T. Washington Jr. HS Bel Air Bethesda-Bethesda-Chevy

Southern HS

Chase HS Bladensburg High School Jr. HS

Boonsboro-Jr.-Sr. HS Brandywine-Gwynn Park HS

Cambridge High School Mace's Lane HS Catonsville

Centreville Chesapeake City Chestertown

Chevy Chase-Leland Jr. Church Creek-South Dor-

chester HS Clarksville High School

Harriet Tubman HS Clear Spring

Crisfield Cumberland-Fort Hill HS Damascus

Denton-Caroline HS Dundalk

Ir.-Sr. HS North Point Jr. HS

East New Market-North Dorchester HS Easton

Emmitsburg Federalsburg Frederick

High School St. John's Literary Inst. Sparrows Point Gaithersburg Gambrills-Jr.-Sr. HS

Glen Burnie Great Mills Greensboro

High School Washington Sch. Woodlawn Way Jr. HS

Havre De Grace Hyattsville-Northwestern

HS Indian Head-Lackey Sr. HS

Kensington-Ir. HS Laurel

Lexington Park-Jarboesville HS Lisbon

Lonaconing-Valley HS Marion Station-Marion HS Mt. Rainier-Jr. HS

Mt. Savage Northeast Oakland

Olney-Warren Sch. Parkton-Hereford HS Pasadena-George Fox Jr.

Pocomoke City-Pocomoke HS

Preston Princess Anne-Washington

HS Pylesville-North Harford

HS Rising Sun Rockville

> Carver HS Lincoln Jr. HS Richard Montgomery HS

St. Michaels-Jr.-Sr. HS Salisbury-Wicomico HS Sandy Spring-Sherwood

HS Silver Spring

Acad. of the Holy Names Montgomery Blair Sr.

Takoma Park Jr. HS

Smithsburg

Snow Hill-Worcester HS

Sykesville

Takoma Park-Takoma

Acad. Taneytown Thurmont Towson

Carver HS Cath. HS High School Jr. HS

Upper Marlboro Douglas HS Frederick Sasscer HS

Vienna Walkersville Washington, D. C. Oxon Hill HS

Suitland Jr.-Sr. HS Westernport-Bruce HS Westminster-Elem. Sch. Wheaton

MASSACHUSETTS

Amesbury Amherst-Ir. HS Andover-Punchard HS Attleboro

High School Peter Thacher Jr. HS

Auburn Avon

Baldwinville-Templeton HS

Belmont-Belmont Hill Sch.

Beverly Boston

Brimmer and May Sch. Girls' HS

Christopher Columbus HS

Braintree Bridgewater

Brighton-Mt. St. Joseph Acad.

Brookline

High School Holy Cross Acad.

Cambridge Browne and Nichols Sch.

New Prep. Sch.

Albion-Washington

High School

Algonac

Allen Park

Gardner HS

Central Jr. HS

High School

Marlborough

Maynard

Medfield

Chestnut Hill-Rivers Medford Somerville South Deerfield-Deerfield Country Day Sch. Merrimac Methuen-Tenny HS HS Chicopee Middleboro-Mem. HS Springfield-Tech. HS Concord Danvers-Holten HS Stoneham Milford Dedham Millbury-Mem. HS Stoughton Mill River-New Marlboro Sudbury High School Cen. Sch. Sutton-Mem. Sch. Noble and Greenough Swansea—Joseph Case HS Sch. Milton Taunton Dorchester Mount Hermon Vinalhaven High School for Girls Nantucket Maimonides Sch. Natick-Coolidge Ir. HS Vineyard-Tisbury HS Wakefield Needham Heights-Need-Duxbury Academy of Our Lady Easthampton ham Sr. HS of Nazareth High School New Bedford High School Williston Acad. Newburyport East Northfield-Northfield Waltham-Sr. HS New Salem-Acad. Warren Sch. for Girls Newton-Bigelow Jr. HS Watertown Everett Newton Centre-John W. Mt. Trinity Acad. Fall River Weeks Jr. HS High School Dominican Acad. North Abington-Abington Jesus Mary Acad. HS Wayland Webster-Bartlett HS Henry Lord Ir. HS North Adams-Drury HS James Madison Morton Wellesley-Dana Hall Northampton Wellesley Hills-Gamaliel Mary A. Burnham Sch. Ir. HS Bradford Sr. HS Mt. St. Mary Acad. High School Westboro Falmouth-Lawrence HS North Andover-Johnson West Bridgewater Foxboro HS Howard HS Framingham Northboro Howard Seminary North Dartmouth-Dart-Gloucester High School High School mouth HS Westfield-Trade HS St. Ann HS North Easton-Oliver Ames Westford-Academy Grafton HS West Newton-Levi F. Greenfield North Quincy Warren Jr. HS High School Norwell Weston Stoneleigh Prospect Norwood West Springfield-Jr. HS Hill Sch. Sr. HS Groton Henry O. Peabody Sch. Westwood Weymouth Hanover Pembroke Whitinsville-Northbridge Harwich Pittsfield-Miss Hall's Sch. HS Haverhill-Tilton Sch. Plymouth Whitman · Holliston Quincy-Woodward Sch. Williamstown Hopedale for Girls Wilmington Hudson Randolph Rockland Kingston MICHIGAN Lawrence-Central Cath. Rockport Roxbury-Mem. HS Addison HS Lexington (Girls) Adrian Saugus High School Ludlow Jr. HS Manchester-Story HS Salem-Classical and HS Scituate St. Joseph Acad. Mansfield

Sharon

HS

HS

Shrewsbury-Major Beal

Somerset Centre-Somerset

Ir. HS

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Almont Alpena-Cath. Cen. HS Ann Arbor St. Thomas HS Slauson Jr. HS Tappan Jr. HS Auburn Heights-Avondale HS Baldwin Baraga-Twp. HS Bath-James Couzens Rural Agric. Sch. Battle Creek High School W. K. Kellogg Jr. HS St. Philip HS Bay City Central HS Handy Sr. HS St. Mary Sch. Visitation HS Benton Harbor High School Jr. HS Belding Benzonia Berkley Blissfield Bloomfield Hills Kingswood Sch. St. Hugo of the Hills Breckenridge Brighton Cass City Charlotte Cheboygan Chelsea

Chesaning-Union HS Clawson Clinton-Boysville of Michigan Comstock Comstock Park Corunna

Davison Dearborn High School Edison Jr. HS Fordson HS Lowrev HS

Covert-Cons. HS

Sacred Heart HS Salina Jr. HS

Detroit Barbour Inter. Sch.

Central HS Cody HS Cooley HS De La Salle Collegiate

Detroit Country Day

High School of Commerce

Detroit Lutheran HS Dominican HS Felician Acad.

Garfield Inter. Sch. Girls Cath. Cen. HS Holy Redeemer HS David Mackenzie HS Samuel C. Mumford HS

Nolan Inter Sch. Our Lady of Mercy Sch. Redford HS Redford Union HS St. Agnes HS

St. Andrew HS St. Anthony HS St. Hedwig HS St. Mary of Redford

St. Philip Neri Sch. St. Rose HS St. Thomas HS Southfield HS

Sweetest Heart of Mary HS Wilbur Wright Voc. HS

Dowagiac East Detroit High School Oakwood Ir. HS East Grand Rapids East Tawas-Tawas Area HS

Eaton Rapids Ecorse High School St. Francis Xavier Sch.

Elkton Elsie Escanaba-Sr. HS Ewen Farmington Ferndale-Lincoln HS Flat Rock-Huron HS Flint

> Central HS Dve HS Kearslev HS R. N. Mandeville HS

McKinley Elem. and Jr. HS Sacred Heart Sch.

Utley HS Whittier Ir. HS

Flushing Fraser Fremont Galien Garden City

Gladwin-Rural Agric. Sch.

Grand Rapids Mount Mercy Acad.

> Ottawa Hills Sr. HS South HS Union HS

Grayling Grosse Pointe-St. Paul HS Grosse Pointe Farms-

Grosse Pointe HS Grosse Pointe Woods-Grosse Pointe Univ. Sch.

Hamtramck Copernicus Jr. HS High School St. Florian HS Harper Woods

Hart Hazel Park-Lacey Jr. HS Hastings

Hemlock-Rural Agric.

Highland Park-St. Benedict Sch. Hillsdale

Holland Christian HS High School

Holly Houghton Ida-Rural Agric. Sch.

Inkster High School

Roosevelt HS Ionia Ironwood

Roosevelt Jr. HS St. Ambrose HS Luther L. Wright HS

Mt. Clemens

High School Rochester Tackson Frost Inter. Sch. St. Mary HS High School Mt. Pleasant West Inter. Sch. High School Johannesburg Sacred Heart Acad. Munising-William G. Kalamazoo Central HS Mather HS Oakwood Jr. HS Muskegon St. Augustine HS Central Ir. HS Western State HS Sr. HS Kalkaska-Rural Agric. Western Michigan Christian HS Sch Keego Harbor-Roosevelt Muskegon Heights Cen. Ir. HS Kingsford-Edward G. High School Kingsford HS Napoleon Lake Orion Nashville-W. K. Kellogg Lambertville-Bedford HS Rural Agric. Sch. Nazareth-Academy Lansing New Baltimore-Anchor Bay HS Everett HS Newberry Pattengill Jr. HS North Branch Resurrection HS Lawrence-Rural Agric. North Muskegon Sch. North Street-Fort Gratiot Lincoln Park-Lafayette Ir. Ir. HS Northville Livonia-George N. Bentley Okemus HS Onaway Ludington Ontonagon Mainistee Oscoda High School Owendale St. Joseph HS Owosso Marine City Petersburg-Summerfield Marlette-Com. Sch. HS Marquette Petoskey High School Baraga HS High School St. Francis Xavier Sch. John D. Pierce HS Pinconning-St. Michael Marysville HS Plymouth Mass Melvindale-Sr. HS Pontiac Memphis Lincoln Jr. HS St. Frederick HS Mendon Menominee Waterford Twp. HS Mesick Wever Jr. HS Middleton-Fulton Twp. Portage-Twp. HS Port Huron Middleville-Thornapple W. Wakefield Chippewa Jr. HS Walled Lake-Consol. HS K. Kellogg Sch. Garfield Jr. HS Midland-Sr. HS High School Warren Wayne-West Jr. HS Milan-Jr. HS Washington Jr. HS Milford Portland Whitehall-Rural Agric. Monroe-Cath. Cen. HS Richland-Rural Agric. Sch. River Rouge-Our Lady of Whittemore-Burleigh Twp. Montague

Lourdes HS

Rogers City-Twp. HS Romeo Romulus Roscommon-Gerrish Higgins HS Roseville-Eastland HS Royal Oak Jane Addams Jr. HS Mary Lyon Jr. HS Saginaw Holy Rosary HS North Inter. Sch. St. Andrew HS St. Mary Cathedral SS. Peter and Paul HS St. Clair St. Clair Shores Lake Shore HS Lakeview HS South Lake HS St. Johns-Rodney B. Wilson HS St. Joseph Saline Sandusky Saugatuck Sault Ste. Marie Shelby Sterling Sturgis-Central HS Taylor Center Tecumseh Temperance—Bedford HS Three Oaks Three Rivers Traverse City Trenton-Slocum Truax Van Dyke Fitzgerald HS Lincoln HS Lincoln Jr. HS Vassar Vermontville-Rural Agric. Sch. Vicksburg-Com. Sch. Vulcan

Sch.

Rural Agric. HS

Willow Run-Edmonson Ir. HS Wyandotte Labadie Jr. HS

Lincoln Jr. HS

Yosilanti

Lincoln Consol. HS Roosevelt HS High School

Zeeland

MINNESOTA

Albany Alberta

Albert Lea-Sr. HS

Alden Alexandria Annandale Anoka Arlington

Aurora-Ir.-Sr. HS

Austin Badger Bagley Barnesville Barnum Battle Lake

Belgrade Bemidji Ir. HS

Sr. HS Benson

Big Fork Blooming Prairie Blue Earth

Braham Brainerd

> Franklin Ir. HS Washington HS

Brooten Browns Valley Buffalo

Buhl Butterfield

Caledonia-Loretto HS

Cambridge Canby Cannon Falls

Canton-Consol. Schs.

Chatfield

Chisholm-Sr. HS

Clarissa Cloquet

Cokato-Jr.-Sr. HS Coleraine-Greenway HS Columbia Heights Cromwell

Crookston-Central HS Crosby-Crosby-Ironton HS

Dassell Deer River Delano

Duluth Cen. HS

Denfeld HS East HS

Morgan Park Jr. HS Morgan Park Sr. HS Stanbrook Hall

Stowe Jr. HS Washington Jr. HS

West Jr. HS Eagle Bend

Edgerton Elk River

Elkton Ellendale-Consol. Sch.

Elmore

Esko-Thomson Twp. HS Eveleth-Jr. HS

Excelsior-Minnetonka HS Eyota Fairfax

Fairmont Faribault High School

Shattuck Sch. Fergus Falls Foley Forest Lake

Frazee Freeborn

Frontenac -Villa Maria

Acad. Fulda Garden City Gilbert Glencoe Glenwood Graceville

Grand Marais-Cook Co.

HS Grand Meadow Grand Rapids Ir. HS Sr. HS

Granite Falls Hallock Harmony Hancock

Hector Hibbing

High School Lincoln Jr. HS

Hinckley Holloway

Hopkins-Sr. HS Hutchinson

International Falls-Falls

Isle

Jackson-Sr. HS

Jeffers

Kasson-Kasson-Mantorville HS

Keewatin-R. L. Downing

Kennedy East Grand Forks-Cen. HS Kiester Kimball Lake Benton

Lake City-Lincoln HS

Lake Crystal Lakeville Lamberton Le Sueur Lewiston Litchfield Little Falls

Long Lake-Orono HS

Longville Luverne Mabel Madelia Madison Mahnomen Mahtomedi Mankato

Franklin Jr. HS Loyola HS

Sr. HS Maple Lake Mapleton Marietta Marshall Maynard McGregor Middle River Milaca

Minneapolis Bloomington HS Cen. HS

Edina-Morningside Jr.-Sr. HS Edison HS

Franklin Jr. HS

Henry HS Voc. HS North HS Northrup Coll. Sch. Ramsey Jr. HS Roosevelt HS South HS Southwest HS Uinversity HS Washburn HS Minneota Minnesota Lake Montevideo Moorhead High School State Teachers Col. HS Mora Morgan Morris Mound-Consol, HS Mountain Lake New Brighton-Mounds View HS Newfolden New London New Ulm-Sr. HS Nicollet Northfield North Mankato-Ir. HS Northome-Northome-Mizpah HS North St. Paul-Sr. HS Norwood-Cen. HS Olivia Onamia Orr Ortonville Owatonna Parkers Prairie Park Rapids Paynesville Perham Pine River Pipestone-Sr. HS Plainview Princeton Proctor-East HS Red Wing-Cen. HS Redwood Falls Remer Renville Robbinsdale Rochester Jr. HS

Sr. HS

Rosemount

Rushford St. Charles St. Clair St. Cloud Cen. Jr. HS Tech. HS St. Francis St. Louis Park St. Paul Alexander-Ramsey HS Ames Jr. HS Central HS Cleveland Jr. HS Girls Voc. HS Harding HS Humboldt HS Johnson HS Mechanic Arts HS Monroe HS Murray HS St. Agnes Acad. St. Joseph's Acad. St. Paul Acad. St. Thomas Military Acad. Summit Sch. Visitation Convent Washington HS Wilson HS St. Paul Park St. Peter Sauk Centre Sauk Rapids Sherburn Slayton Sleepy Eye South St. Paul Spring Grove Staples Starbuck Stephen Stewartville Stillwater-Sr. HS Swanville Thief River Falls-Lincoln HS Tracy Triumph-Triumph-Monterey HS Twin Valley Two Harbors Clover Valley HS Jr.-Sr. HS Tyler Verndale Villard

Virginia-Roosevelt HS Waldorf Walker Wanamingo Warroad Waseca Watertown Waterville Wayzata Wells Westbrook West St. Paul-Sibley Sr. HS Wheaton White Bear Lake-White Bear HS Williams Willman Windom-Sr. HS Winnebago Winona-Sr. HS Winsted-Holy Trinity HS Winthrop Worthington-Sr. HS Zumbrota MISSISSIPPI Aberdeen Batesville Bixoli-Jr. HS Brandon-Consol. Sch. Brookhaven Canton Clarksdale Cleveland Clinton Fulton-Itawamba Co. HS Gloster-Amite Co. Trng. Sch. Greenville High School St. Joseph's Sch. Gulfport Hattiesburg High School George L. Hawkins Jr. HS Royal St. Jr.-Sr. HS Heidelberg-Consol. HS Holly Springs

Horn Lake

Bailey Jr. HS

Enochs Ir. HS

Cen. HS

Jackson

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Forest Hill Sch. Jim Hill Jr.-Sr. HS Lanier HS Laurel-George S. Gardiner Campbell Lexington-Saints Jr. Coll. Louisville Colored HS High School Lumberton Magnolia Marks McComb Meridian Kate Griffin Jr. HS Harris HS Junior College Mound Bayou-Consol. HS New Albany Petal-East Forrest HS Philadelphia Picayune-Mem. HS Port Gibson Ouitman-Shirley-Owens Voc. HS Shelby Sumrall Tunica-Co. HS Tupeli Milam Jr. HS Sr. HS

Vicksburg Carr Cen. HS Hickory Tree Jr. HS Washington Webb-Tallahatchie HS West Point-Mary Holmes

Jr. Coll. Winona Yazoo City

MISSOURI

Adrian Advance Affton Albany Ava

Berkeley-St. Louis Country Day Sch. Bethany

Bloomfield Bonne Terre Brentwood Browning-Library HS Butler

Cairo California Cameron Cape Girardeau Cen. HS College HS Carthage Caruthersville Cassville Charleston Chillicothe Clarkston Clarksville-Clopton HS

Clayton Chaminade Coll. Acad. High School

Clinton Columbia Douglass HS Hickman HS Concordia Crystal City Dexter

Doniphan Eldon Esther Excelsior Springs Farmington Fayette

Ferguson Festus Fulton Gideon Gower Grandview Green City

Hannibal Hazlewood Herculaneum Hermann

Hickman Mills-Ruskin HS Hillsboro Illmo-Illmo-Fornfelt HS

Independence-William Chrisman HS

Jackson Jefferson City-Lincoln Univ. Lab. HS

Jr. HS Sr. HS Joplin-Sr. HS Kansas City

Jennings

Barstow Sch. De La Salle Acad. Manual High and Voc. Sch.

Northeast Jr. HS St. Teresa's Acad.

Kidder King City Kirkwood-Sr. HS Knob Noster Koshkonong Lamar

Leadwood Lee's Summit-Sr. HS

Lemay Hancock HS Mehlville HS Lexington-Jr.-Sr. HS

Louisiana Macon

Maplewood-Maplewood-Richmond Heights

Jr. HS Marshall Maryville

Horace Mann HS High School

Mendon-Northwestern HS Mexico Moberly-Ir. Coll. Monett

Mount Vernon Neosho Nevada-Sr. HS North Kansas City

Odessa Overland-Ritenour Sr. HS Ozark

Parkville-Park Hill HS Poplar Bluff

Sr. HS Wheatley HS Potosi

Purdy Puxico Raymore Raytown Rogerville Russellville

St. Ann-Arthur A. Hoech Ir. HS

St. Charles

St. Johns-Ritenour Jr. HS St. Joseph

Benton Ir.-Sr. HS Central HS Lafavette HS

St. Louis	MONTANA	Beatrice—Sr. HS
Acad. of the Visitation	Anaconda—Cent. HS	Bellevue
Bayless HS	Arlee	Benkelman
Christian Brothers Coll.		Broken Bow
Fairview HS	Belgrade Bigfork	Burwell
Incarnate Word Acad.	Big Sandy	Chaldron—Teachers Coll.
Lindbergh HS	Billings	HS
McKinley HS	Jr. HS	Central City
Mercy HS	Sr. HS	Clearwater
Normandy HS	Boulder—Jefferson Co. HS	Columbus
Principia Upper School	Bozeman—Gallatin Co. HS	High School
Riverview Gardens HS	Butte	St. Bonaventure HS
St. Alphonsus HS	Chinook	Cozad
St. Joseph Acad.	Clyde Park	Crete
Southwest HS	Colstrip	Curtis-Univ. Sch. of Agric.
Sumner HS	Conrad	Elmwood
Sheridan	Corvallis	Fairbury
Sikeston	Dillon-Beaverhead Co. HS	Franklin
Skidmore	Drummond	Fremont—Sr. HS
Slater	Fairfield	Fullerton
Smithville	Fort Benton	Gering Gordon
Springfield	Froid	Grand Island
Greenwood HS	Great Falls	High School
Jarrett Jr. HS	Cent. Cath. HS	Walnut Jr. HS
Lincoln Sch.	Paris Gibson Jr. HS	Harvard
Reed Jr. HS	Hamilton	Hastings
St. Agnes HS	Hardin	Holdrege-JrSr. HS
Sr. HS	Havre	Hooper
	Helena	Imperial—Chase Co. HS
Steele	Hot Springs	Kearney
Strafford	Lewistown-Jr. HS	Jr. HS
Sullivan	Livingston-Park Co. HS	Sr. HS
Sweet Springs	Lodge Grass	Kimball—Co HS
Thayer	Miles City-Custer Co. HS	Lincoln
Trenton-Sr. HS	Missoula	Cathedral Sr. HS
Union	Co. HS	College View HS
University City	Sacred Heart Acad.	High School
Hanley Jr. H S	Moore	Northeast HS
Sr. HS	Opheim	Teachers College HS
Valley Park	Plains	Lyman
Versailles	Plentywood	Maywood
Warrenburg	Roberts	McCook
Coll. HS	Roundup	Jr. HS
High School	Sunburst	Sr. HS
Washington-St. Francis	Terry	Minden
Borgia HS	Thompson Falls	Nebraska City-Nebraska
Waynesville	Whitefish	State Sch. for the
Webster Groves	Willow Creek	Blind
Douglass HS	Wilsall	Nelson
Douglass H5	NIPPD ACK A	Omaha

NEBRASKA

Central HS

North HS

Tech. HS

Holy Name HS

Westside Com. HS

Albion Aurora Bassett-Rock Co. HS Bayard

High School

Winfield-R-IV Sch.

Wellston

Willard

West Plains

York

ic.

O'Neill Ord Oshkosh-Garden Co. HS Pawnee City-Pub. HS Plainview Plattsmouth Pleasanton St. Edward Schuyler Scottsbluff Scribner Shelton South Sioux City Wayne-Campus HS Weeping Water Wisner

NEVADA

Boulder City Elko-Co. HS Elv-White Pine Co. HS Fallon-Churchill Co. HS Henderson-Basic HS Las Vegas Lovelock-Pershing Co. HS Lund High School White Pine Co. HS No. 2 Reno B. D. Billinghurst Sch. High School Stewart-Indian School Wells-Elko Co. HS Yerington NEW HAMPSHIRE

Andover-Proctor Acad. Charlestown Concord Conway-Kennett HS Dover East Jaffrey-Conant HS Exeter-Phillips Exeter Acad. Franconia-Dow Acad. Franklin Goffstown Hanover Henniker Keene Manchester Bishop Bradley HS Central HS

High School West St. Joseph HS for Girls Clayton Ste. Marie HS Milford New Boston New Hampton New Ipswich-Appleton Acad. Orford Pittsfield Reeds Ferry-Merrimack HS Rochester-Spaulding HS Salem Depot-Woodbury HS Troy Walpole

NEW JERSEY Annandale-North Hunter-

don Reg. HS

Allentown

Atlantic City

Atlantic Highlands Bayonne High School Holy Family Acad. Belleville Belvidere Bergenfield Bernardsville-Bernards HS Gladstone-St. Bernard's Blairstown Bloomfield Ir. HS Sr. HS Bogota Bordentown-William Mac Farland HS Bound Brook Bridgeton Burlington Butler Camden Clara S. Burrough Jr. HS Cath. HS High School Cramer Jr. HS Cooper B. Hatch Jr. HS St. Joseph HS Veterans Mem. Jr. HS Woodrow Wilson HS Cape May Carteret

Chatham Clementon-L.C.C. Reg. HS Clifton Collingswood Dover Dumont

East Orange High School Clifford J. Scott HS Elizabeth

Battin HS Grover Cleveland Jr. Thomas Jefferson HS St. Mary of the Assumption HS St. Patrick HS

Englewood Jr. HS Dwight Morrow HS St. Cecilia HS Fair Lawn Flemington Florence-Twp. HS

Fort Lee Acad. of the Holy Angels Ir.-Sr. HS Franklin Frenchtown

Sch. Glen Rock-Jr. HS Gloucester City Hackensack Brownson HS Fairmount Ir. HS

Haddon Heights Hammonton Harrison Hasbrouck Heights Hawthorne Highland Park Hightstown Hillside Hoboken

Acad, of the Sacred Heart Stevens Hoboken Acad. Ho-Ho-Kus-St. Luke's HS Irvington Essex Co. Voc. and Tech. HS

High School Jamesburg

Jersey City	New Brunswick	Riverside Roselle—Abraham Clark
Acad. of St. Aloysius	Tech. HS	HS
Bergen Sch.		
Ferris HS	Sr. HS	Roselle Park
Lincoln HS	St. Peter's HS	Rumson
St. Aloysius HS	Newton	Rutherford-St. Mary's HS
St. Dominic Acad.	North Arlington-Our Lady	Salem
St. Michael's HS	Queen of Peace HS	Sayreville
Henry Snyder HS	North Haledon-Mary Help	
Kearny	of Christians Acad.	Somerville
High School	North Plainfield	South Orange
St. Cecilia HS	Nutley	Marylawn of the
Lakewood	Jr. HS	Oranges
Lambertville	Sr. HS	Seton Hall Prep. Sch.
Leonardo-Middletown	Oaklyn—Jr. HS	Jr. HS
Twp. HS	Ocean City	Springfield—Reg. HS
Leonia	Ocean Grove-Neptune HS	Succasunna—Roxbury HS
Lodi	Oradell-Jr. HS	Summit
Immaculate Conception	Orange	Jr. HS
HS	High School	Sr. HS
High School	Our Lady of the Valley	Teaneck
Long Branch—Sr. HS	HS	Jr. HS
	Park Ridge	Sr. HS
Madison—Bayley-Ellard	Passaic	Tenafly
Reg. HS	Sr. HS	Trenton
Manasquan	Pope Pius XII	Cathedral HS
Maplewood—Columbia HS	Diocesan HS	Cath. Boys' HS
Matawan	Woodrow Wilson Jr.	Hamilton HS
Merchantville	HS	Lawrence Jr. HS
Metuchen	Paterson	Ir. HS No. 1
Midland Park-Jr. HS	Eastern Christian HS	Jr. HS No. 5
Millburn	Eastside HS	Union
Millville-Mem. HS	Tech. and Voc. HS	Union City
Montclair	St. John Cathedral HS	Holy Rosary Acad.
Glenfield Jr. HS	St. Joseph HS	St. Michael's HS
Immaculate Conception	Paulsboro	Vineland
HS	Pemberton	
George Inness Jr. HS		Mem. Jr. HS
High School	Pennington—Cen. HS	High School
Mt. Hebron Jr. HS	Penn's Grove—Reg. HS	Wallington
Moorestown-Jr. School	Perth Amboy	Washington
Morristown	Pitman	Westfield
Morris Twp. Jr. HS	Plainfield	Holy Trinity HS
High School	Hartridge School	Sr. HS
Mountain View-Wayne	High School	Westmont-Haddon Jr. HS
Twp. Sr. HS	Wardlaw School	West Orange
-	Pleasantville	Woodbridge
Mount Holly—Rancocas	Princeton	Middlesex Co. Voc. and
Valley Reg. HS	High School	Tech. HS
Newark	Valley Road Sch.	High School
Barringer HS	Rahway	Woodbury
Madison Jr. HS	Ramsey	Wood-Ridge
St. James HS	Red Bank	Woodstown
St. Michael HS	Cath. HS	NEW MEYICO
Voc. and Tech. HS	High School	NEW MEXICO
Weequahic HS	Ridgefield—Jr. HS	Alamagordo
West Side HS	Ridgewood	Albuquerque

High School Highland HS Menaul Sch. Anthony

Gadsden HS Gadsden Ir. HS

Belen Bernalillo Carlsbad

HS

h.

IS

S

d

Alta Vista Jr. HS High School Eisenhower Jr. HS

Carrizozo Deming Des Moines Dexter Espanola Estancia Eunice Farmington High School

Jr. HS Fort Sumner Fort Wingate-Wingate Voc. HS

Gallup-Sr. HS Grants

Hagerman Hatch-Union HS Hobbs

Hondo Hurley fal

Las Cruces-Union HS

Las Vegas Logan Lordsburg Los Lunas Lovington Melrose Penasco Portales Raton Roswell

Jr. HS Sr. HS South Jr. HS

Ruidoso San Jon

Santa Cruz-McCurdy HS

Our Lady of Guadalupe Jr. HS High School Indian Sch.

Santa Rosa Silver City-Western HS Springer

Taos

High School Ir. HS Tatum

Truth or Consequences-Hot Springs HS

Tucumcari High School Ir. HS

NEW YORK

Adams Center-Center HS Addison-Cen. Sch. Afton-Cen. Sch. Akron Albany

Acad. for Girls Philip Schuyler Sr. HS

Albion Alden

Alexandria Bay-Cen. Sch. Allegany-Cen. Sch.

Amityville-Mem. HS Amsterdam

Wilbur Lynch Sr. HS Theodore Roosevelt Jr.

Andes-Cen. Sch. Andover-Cen. Sch. Angola-Lake Shore Cen.

Athol Springs-St. Francis HS

Avoca Avon-Cen. Sch.

Babylon-West Babylon Sch.

Bainbridge Baldwin Ballston Spa Jr. HS

Sr. HS Barker-Cen. Sch.

Batavia Bath-Haverling HS

Bay Shore Bayside

Bedford Hills Bemus Point-Cen. Sch.

Berlin-Cen. Sch. Berne-Berne-Knox Cen. Sch.

Binghamton

East Ir. HS North HS

Port Dickinson Jr. HS Boiceville-Onteora Cen.

Sch. Bolton Landing-Bolton

Cen. Sch. Bradford-Cen. Sch. Brasher Falls-St. Lawrence Cen. Sch.

Brewster Broadalbin-Cen. Sch. Brockport

Bronx

Evander Childs HS Manhattan Coll. HS James Monroe HS Mt. St. Michael Walton HS

Brooklyn Girls' HS Prep. Sch. Bushwick HS Erasmus Hall HS Fontbonne Hall Glenmore Ir. HS Andries Hudde Jr. HS Thomas Jefferson HS Franklin K. Lane HS Abraham Lincoln HS Abraham Lincoln Jr.

> Midwood HS Prospect Heights HS St. Francis Prep. Sch. Samuel J. Tilden HS George Westinghouse Voc. HS

Brownville-Brownville-Glen Park Cen. Sch. Buffalo

Canisius H S Cleveland Hill HS Fosdick Masten Voc. HS Immaculate Heart of

Mary Acad. McKinley Voc. HS Mt. Mercy Acad.

Nardin Acad. St. Joseph's Collegiate Inst.

West Seneca Cen. Sch. Woodlawn HS

Cairo-Cen. Sch.

Camden-Cen. Sch. Canjoharie-Cen. Sch. Carmel-Cen. HS Candor-Cen. Sch. Cattarangus-Cen Sch. Cato-Cato Meridian Cen. Sch. Cazenovia-Cen. Sch. Central Square-Cen. HS Chateaugay Chaumont-Lyme Cen. Sch. Chautaugua-Cen. Sch. Chenango Forks-Cen. Sch. Fonda-Fonda-Fultonville Chester Chestertown Cincinnatus-Cen. Sch. Cohoes Clarence-Cen. Sch. Clayton-Cen. Sch. Clymer-Cen. Sch. Cobleskill Corning Free Acad. Northside HS Cornwall Cornwall-on-Hudson Coxsackie-Coxsackie-Athens Cen. Sch. Dannemora Delhi-Delaware Acad, and Cen. Sch. Delmar Bethlehem Cen. Jr. HS Bethlehem Cen. Sr. HS Deposit-Cen. HS De Witt-Jamesville-De Witt HS Dobbs Ferry Dryden-Dryden-Freeville Cen. Sch. Dundee-Cen. Sch.

Earlville-Cen. Sch. East Aurora East Greenbush-Columbia HS East Hampton

East Rochester Eden-Cen. Sch. Elba-Cen. Sch. Ellenburg Depot-Ellenburg Cen. Sch. Ellenville

Elmhurst-Newtown HS Elmira

Free Acad. Parley-Coburn Jr. HS

Southside HS . Elnora-Shenendehowa Cen. Sch. Endicott-George Washing- Hudson ton Ir. HS Fabius-Cen. Sch. Fairport Falconer-Cen. HS Far Rockaway Favetteville-Favetteville-Manlius HS Fillmore-Cen. Sch. Cen. Sch. Forest Hills High School Kew-Forest Sch. Fort Ann-Cen. HS Fort Edward Fort Plain Freeville-George Jr. Republic Fulton Garden City

Geneseo Geneva Glenfield-Gen. Martin Cen. Sch. Glens Falls High School

Jr. HS Goshen-Cen. Sch. Gowanda Great Neck

Greene-Cen. Sch.

Greenport Greenwood-Cen. Sch. Groton-Cen. Sch. Guilderland-Cen. HS Hamburg

Hamilton-Cen. Sch. Hammond-Cen. Sch. Hancock-Cen. Sch. Hannibal-Cen. Sch. Harpursville-Cen. Sch. Harrison

Hastings-on-Hudson Herkimer Hermon-Hermon De Kalb Cen. Sch.

Highland Falls High School Ladycliff Acad. Holland-Cen. Sch. Holland Patent-Cen. Sch. Honeoye Falls-Cen. Sch.

Hoosick Falls Hornell Horseheads Huntington-Robert L.

Simpson HS Huntington Station-Robert K. Toaz Jr. HS

Hyde Park-Roosevelt HS Irvington Islip

Ithaca Boynton Jr. HS Sr. HS

Jackson Heights-Garden Country Day School Jamaica

High School Shimer Jr. HS Johnstown-Knox Jr. HS Katonah

Kendall-Cen. Sch. Kenmore Jr. HS Sr. HS Kerhonkson Kingston

High School Myron J. Michael Jr.

Lackawanna Lake George-Cen. Sch. Lakemont-Academy Lancaster

Lawrence Leonardsville-Cen. Sch. Levittown-Mem. HS Liberty

Lindenhurst Liverpool Livingston Manor-Cen. Sch. Livonia-Cen. Sch.

Lockport Emmet Belknap Jr. HS Sr. HS

Long Island City William Cullent Bryant HS High School Long Lake-Cen. Sch. Lyons Falls Madison-Cen. HS Mahopac -Cen. Sch.

Maine-Cen. Sch. Mamaroneck

Manchester-Red Jacket Cen. Sch.

Mattituck Manhasset

Marcellus-Cen. Sch. Marion-Cen. Sch.

Marlboro-Marlborough Cen. Sch.

Mechanicville Middletown

Middleville-West Canada Valley Cen. Sch.

Millbrook-Mem. HS Mineola

Minetto-Union Sch. Minoa

Mohegan Lake-Lakeland HS Monroe-Monroe-Wood-

bury Cen. Sch. Monticello

Moravia-Cen. Sch. Morrisville-Eaton Cen. Sch.

Mount Kisco Mt. Vernon

A. B. Davis HS Edison HS

Naples-Cen. Sch. Narrowsburg-Cen. Rural

Sch. Newark

New Berlin-Cen. Sch. Newburgh

Mt. St. Mary Acad. St. Patrick's HS South Jr. HS

New City-Charlestown Ir. HS

New Paltz-Cen. HS New Rochelle-Albert Leonard Jr. HS

New York

Mabel Dean Bacon Voc.

Bronx High School of Science

Cleveland HS Columbia Grammar Sch.

Gompers Voc. HS Hunter Coll. HS

Immaculata HS Washington Irving HS Pittsford Richard Kelly Ir. HS La Salle Acad.

Horace Mann Sch. for Boys Morris HS

New York Sch. of

Printing Ramaz HS Rhodes Sch.

St. George Acad. St. Nicholas of Tolentine HS

Seward Park HS Stuvvesant HS

William Howard Taft HS

Niagara Falls Deveaux Sch. Bishop Duffy HS Gaskill Jr. HS High School

North Jr. HS Northport

North Tarrytown

North Troy-Knickerbocker Jr. HS

Nyack-Jr.-Sr. HS Oceanside

Odessa-Cen. Sch. Ogdensburg-George Hall Jr. HS

Ontario Center-Wayne Cen. Sch.

Orchard Park-Cen. Sch. Oriskany-Cen. Sch.

Oswego Otego-Cen. Sch. Owego-Free Acad.

Palmyra-Classical Union Sch.

Parishville-Parishville-Hopkinton Cen. Sch. Patchogue-Seton Hall HS

Pearl River Peekskill

Pelham-Mem. HS Penfield-Cen. Sch. Penn Yan-Cen. Sch.

Perry-Cen. Sch. Peru-Cen. Sch. Phelps-Cen. Sch.

Phoenix-Cen. Sch. Piermont-Tappan Zee HS

Pine Plains-Cen. Sch.

Plattsburgh-St. John's Acad.

Port Chester Jr. HS

Sr. HS Port Jefferson Port Jervis

Portville-Cen. Sch. Port Washington-Jr. HS

Poughkeepsie Arlington HS

High School Prattsburg-Cen. Sch. Randolph-Cen. Sch.

Ravena

Red Creek-Cen. Sch. Red Hook-Cen. Sch. Rensselaer-Van Rens-

selaer HS

Riverhead Rochester

Allendale Sch. Brighton HS Charlotte HS

Benjamin Franklin HS Irondequoit HS

lefferson HS Nazareth Acad. Rockville Centre-South

Side HS Rome-Free Acad.

Romulus-Cen. Sch. Roscoe-Cen. Sch.

Rve St. Johnsville-Cen. Sch. St. Regis Falls- Cen. HS

Salamanca Saranac Lake Saratoga Springs

Sauguoit-Sauguoit Valley Cen. Sch.

Savannah Savona-Cen. Sch. Schenectady

Central Park Jr. HS Nott Terrace HS Schroon Lake-Cen. Sch. Seaford-Jr. HS

Seneca Falls-Mynderse Acad.

Sherburne-Cen. Sch. Sidney-Cen. Sch. Silver Creek

Smithtown Branch Snyder-Amherst Cen. HS

Solvay Somers-Cen. Sch. High School

Waterville

South Dayton-Pine Valley Cen. Sch. South Glens Falls Stamford Acad. Stella Niagara-Seminary of Our Lady of the Sacred Heart Stillwater-Cen. HS Suffern Sch. of the Holy Child High School Svosset-Our Lady of Mercy Acad. Syracuse. Assumption Acad. Cen. H S Grant Jr. HS Nottingham HS Porter Jr. HS Tannersville-Hunter-Tannersville Cen Sch. Tarrytown-Washington Irving HS Tivoli Tonawanda-Inter. Sch. Trov-Emma Willard Sch. Trumansburg Tuckahoe Eastchester HS High School Tully-Cen. Sch. Tuxedo Park Acad. Mt. St. Vincent High School Unadilla-Cen. Sch. and Acad. Utica-Free Acad. Valhalla-Jr. HS Verona-Vernon-Verona-Sherill Cen. Sch. Vestal-Cen. Sch. Walden Wallkill-Cen. Sch. Wantagh High School Jr. HS Wappinger Falls-Wappinger Cen. Sch. Warsaw-Cen. Sch. Washingtonville-Cen. Sch. Camp Lejeune Waterford Waterloo Watertown South Jr. HS

Wesfield-Acad. and Cen. Staten Island-Notre Dame West Hempstead-Ir.-Sr. HS West Winfield-Cen. Sch. White Plains Greenburgh Ir. HS White Plains HS Whitesboro-Cen. Sch. Whitney Point-Cen. Sch. Wilson-Cen. Sch. Windsor-Cen. Sch. Woodridge-Fallsburgh Cen. Sch. Worcester-Cen. Sch. Yonkers High School of Commerce. Mark Twain Ir. HS Yorktown Heights Youngstown-Lewiston-Porter Cen. Jr.-Sr. HS NORTH CAROLINA Aberdeen Albemarle Altamahaw-Altamahaw-Ossippe HS Angier Apex Dist. Sch. High School Asheboro Asheville Allen HS Lee Edwards HS David Millard Jr. HS Stephens-Lee-HS Belmont-Sacred Heart Acad. Black Mountain Boiling Spring-Green Bethel HS Boone-Appalachian HS Bryson City-Swain Co. HS Garland-Negro HS Candler Canton Carthage Cary

Chapel Hill Charlotte Central HS Alexander Graham Ir. HS Harry P. Harding HS Hawthorne Jr. HS Myers Park HS Oakhurst HS Second Ward HS West Charlotte Sr. HS Clemmons Cliffside Clinton Wolcott-Leavenworth Cen. Concord-Winecoff HS Creswell Cullowhee-McKee Trng. Sch. Dobson-Copeland HS Dunn Durham Bethesda HS Carr Jr. HS High School East Durham Ir. HS Hillside HS Lowe's Grove School Merrick-Moore HS Oak Grove HS East Spencer-Dunbar HS Edenton (a) High School (b) High School Elizabeth City Elizabethtown-Bladen Co. Trng. Sch. Elkin Elm City Frederick Douglass HS High School Fayetteville Massey Hill HS Seventy-First Sch. Forest City-Cool Springs HS Four Oaks Franklin Franklinton Fuquay Springs Garner Gastonia Arlington Jr. HS Highland HS

Gibsonville

Goldsboro

Dillard HS

High School

Graham

Granite Falls

Greensboro

Curry Demon. Sch. Gillespie Park HS

Sr. HS

Lindley Jr. HS J. C. Price Sch.

Greenville

Grimesland

Harrells-Bland HS

Harris

Haw River

Hendersonville

Hickory

Claremont Cen. HS St. Stephens HS

High Point

High School

Ir. HS

William Penn HS

Huntersville

High School

North Mecklenburg

Sr. HS Jacksonville

King

Kings Mountain

Bethware HS

High School

Kinston-Contentnea HS

Laurinburg

Lenoir

Lewiston-John B. Bond

Sch. Lexington

Lillington-Hornett Co.

Schs.

Lincolnton

Littleton-McIver HS

Lumberton

Marion Matthews-East Mecklen-

burg HS

Millbrook

Monroe-Walter Bickett

Mooresville-Central HS

Morehead City

Mt. Airy

Beulah Sch.

High School

Mt. Olive-Carver HS

New Bern

High School

West Street HS

Oxford

Pinehurst

Pinetops-G. W. Carver HS Sugar Grove-Cove Creek

Plymouth Polkton-Colored HS

Raeford-Hoke Co. HS

Raleigh

Needham B. Broughton

Cathedral Latin HS

Ligon Ir.-Sr. HS Hugh Morson HS

Red Springs

Reidsville

High School Washington HS

Roanoke Rapids-Jr.-Sr.

HS

Rocky Mount

High School

B. T. Washington Sch. Waynesville

Roper-Washington Co.

Union Sch.

Rosman

Roxboro-Person Co. HS

Rutherfordton-Rutherford- Wilkesboro-Lincoln

ton-Spindale HS

St. Pauls

St. Pauls Co. HS

High School

Salemburg

Salibury

Boyden HS

J. C. Price HS

Sanford

Johnsonville HS

Cen. HS

Scotland Neck

Brawley HS

High School

Selma-Richard B. Harri-

son HS

Shelby

Camp HS High School

Washington HS

Smithfield-Johnston Co.

Trng. Sch.

Snow Camp-Sylvan HS

Snow Hill-Greene Co.

Trng. Sch.

Southern Pines

Spencer

Spray-Tri-City HS

Stanley

Star

Statesville

HS

Swannanoa

Tarboro

Bridgers Sch.

High School

Taylorville-Happy Plains

HS

Thomasville

Troutman

Troy

Wake Forest Warrenton-John R.

Hawkins HS

Washington

P. S. Jones HS

High School

Waxhaw

Bethel HS

High School

Whiteville

Cen. HS

High School

Heights Sch.

Williamston Wilmington

New Hanover HS

Williston Indep. Sch.

Wilson Charles L. Coon HS

Darden HS

Gardners Sch.

Winston-Salem

Grav HS

R. J. Reynolds HS

Wise-Warren Co. Trng.

Sch.

Yadkinville

Yanceyville-Caswell Co.

Trng. Sch. Zebulon-Wakelon HS

NORTH DAKOTA

Bismarck

Bucyrus

Cassleton-Lincoln HS Crosby

Dickinson

Cen. HS

Model HS Enderlin Fargo Cen. HS Benjamin Franklin Ir. Oak Grove Lutheran HS Shanley HS Grafton Grand Forks-Cen. HS Hettinger Tamestown Killdeer Kindred Larimore-State HS Lidgerwood Minot-Sr. HS Mohall Mott-Lincoln HS New Rockford-Cen. HS Oakes-State HS Park River-Walsh Co. Agric, and Trng. Sch. Bellevue Riverdale Berea Rocklake Rugby Sharon Steele Towner Valley City Bryan College City High School Wahpeton Watford City West Fargo Williston OHIO Akron Buchtel HS

Akron
Buchtel HS
Ellett HS
Garfield HS
Goodrich Jr. HS
Kenmore HS
Old Trail Sch.
Revere HS
St. Mary's HS
South HS
Alexandria
Alger
Alliance
High School
State Street Jr. HS
Alvordton

Amelia Andover Arcadia Archbold Ashland Athens-Jr. HS Ashtabula Ashtahula Harbor HS High School Ashville-Ashville-Harrison HS Athens Attica Aurora Austinburg Avon Lake Baltimore-Liberty Union HS Barberton-Norton HS Bay Village-Bay HS Bedford Bellaire-St. John Cen. HS Bellville Bowling Green-Jr. HS

Bellville
Bellevue
Belpre
Berea
Berlin Heights
Bowling Green—Jr. HS
Brecksville
Brookfield—Twp. Sch.
Brookville
Bryan
Bucyrus
Butler
Cambridge
Brown Jr. HS
High School
Campbell—Mem. HS
Canton
Cen. Cath. HS
Lehman HS
McKinley HS

Castalia—Margaretta HS
Chagrin Falls
Kenston School
Orange HS
Chardon
Chesterland—West Geauga
HS
Cincinnati

Anderson Twp. Sch.
Bloom Jr. HS
Cen. HS
Hughes HS
Lockland HS
Mariemont HS

Mt. Healthy Acad.
Mt. Notre Dame Acad.
New Woodward HS
North College Hill HS
Ohio Military Institute
Our Lady of Angels
HS
St. Mary HS
Walnut Hills HS

St. Mary HS Walnut Hills HS Western Hills HS Withrow HS Woodward HS Wyoming HS

Cleveland
John Adams HS
Jane Addams Voc. HS
Benedictine HS
Brooklyn HS
Brush HS
Cathedral Latin Sch.
Collinwood HS
East HS
A. B. Hart Jr. HS

A. B. Hart Jr. HS
Thomas Jefferson Jr.
HS
Laurel School
Lincoln HS
Lourdes Acad.
Mayfield HS
St. John Cantius HS
St. Stanislaus HS
St. Stephen HS
South HS
Villa Angela Acad.
West Tech. HS
Cleveland Heights
Beaumont Sch.

Cleveland Heights
Beaumont Sch.
High School
Monticello Jr. HS
Roosevelt Jr. HS
Columbiana
Columbus

Aquinas Coll. HS Cen. HS Marion-Franklin HS Mohawk Jr. HS Upper Arlington HS

Conneaut
Coshocton
Covington
Croton—Hartford HS
Cuyahoga Falls
Damascus—Goshen HS
Dayton

Chaminade HS Fairmont HS

Fairview	HS
Julienne	HS

Defiance De Graff-Local HS Delaware-Willis HS

Dennison Dover

East Akron-Springfield Twp. Sch.

East Canton-Osnaburg Twp. Sch.

East Cleveland-Shaw HS East Liverpool

East Palestine Faton

Elida Elmore-Harris-Elmore HS Lowellville Englewood-Randolph HS

Euclid-Sr. HS Forest

Fostoria Frazevsburg

Fremont-W. W. Ross HS Gahanna-Lincoln HS Gallipolis-Gallia Acad. HS

Garfield Heights-Marymount HS

Gates Mills-Gilmour Acad. Genoa-Clay Genoa Sch.

Germantown Glendale Glenford

Green Camp Grove City High School

Jackson HS Grover Hill Hamilton

Fillmore Elem. Sch. High School Honover HS

Notre Dame HS Pierce Elem. Sch. Roosevelt Jr. HS

Wilson Jr. HS Harrison

Hayesville

Homerville-Homer HS

Howard Hubbard Hudson Huron

Iberia-Washington-Bloomfield HS

Jeffersonville

Tewett

Johnstown-Johnstown-Monroe School

Kent

Kent State Univ. Sch. Roosevelt HS

Kunkle

Lakewood-Horace Mann

Ir. HS Lebanon

Le Roy-Westfield Sch.

Lexington Liberty Center-Liberty HS

Lodi London-Madison HS

Lorain Mansfield

Johnny Appleseed Jr. HS

Local HS Sr. HS Union Rural HS

Maple Heights Marietta-Ir.-Sr. HS

Marion-St. Mary HS Martins Ferry

Martinsville Massillon-Washington HS Maumee

High School

Maumee Valley Country Day Sch. McComb **McCutchenville**

Medina-Highland HS Mendon-Union HS

Mentor Middlebranch Middletown Fenwick HS

> Sr. HS Roosevelt Jr. HS

Milan Millersburg Minford Monroe Monroeville

Morral Mt. Orab Mt. Sterling Mt. Vernon Amity HS

High School Mt. Victory Napoleon

Nashville

Newark-Sr. HS

Newbury

New Lebanon-Johnsville-New Lebanon HS

New Lexington New London

New Lyme-Deming HS New Milford-Southeast

New Richmond Newton Falls Braceville HS

High School Niles-McKinley HS North Baltimore North Olmsted North Ridgeville

Norwood Oberlin

Firelands HS Firelands Jr. HS

Olmsted Falls Orrville

Orwell-Grand Valley HS Oxford-McGuffey Sch.

Painesville Harvey HS

Riverside HS Parma-Sr. HS

Payne

Perry-Rural HS Perrysburg

Petersburg-Springfield HS Pettisville

Poland-Seminary HS Port Clinton

Portsmouth Randolph Reading Rockford

Rocky River-Jr. HS

St. Bernard St. Clairsville

St. Martin-Sch. of the Brown Co. Ursulines

Salem

High School Jr. HS

Savannah-Savannah-Clear Creek-Butler Sch.

Shaker Heights Jr. HS

Sr. HS Shelby Shreve

Classen Sr. HS Douglass HS

Washington Court House Commerce

Sidney	Wauseon	Dewey
Solon	West Milton-Milton Union	Drumright
South Amherst	HS	Duncan
Springfield	Wickliffe	Jr. HS
Cath. Cen. HS	Willard	Sr. HS
Northeastern HS	Willoughby	Durant
Northwestern HS	Andrews Sch. for Girls	
High School	*Eastlake Jr. HS	Edmond
		Elk City
Steubenville	Kirtland HS	
Cath. Cen. HS	High School	El Reno
High School	Wooster	Enid
Stow	Worthington	Emerson Jr. HS
Strasburg	Ohio State Sch. for the	Sr. HS
Suffield	Blind	Longfellow Jr. HS
Swanton-St. Mary's As-	High School	Booker T. Washington
sumption HS	Xenia—Beavercreek HS	JrSr. HS
Sylvania—Burnham HS	Youngstown	Foss
Tallmadge	Boardman HS	Fox-Indep. Sch.
Terrace Park	Fitch HS	Glencoe
Tiffin—Calvert HS	South HS	Guthrie
Toledo	Woodrow Wilson HS	Faver HS
Cen. Cath. HS	Zanesfield—Zanesfield-	High School
Clay HS	Monroe Sch.	Harrah
Thomas A. DeVilbiss	Zanesville	Healdton
HS	Grover Cleveland Jr.	Heavener
Libbey HS	HS	Idabel
Macomber Voc. HS	Roosevelt Jr. HS	High School
Notre Dame Acad.	Bishop Rosecrans HS	Ir. HS
Ottawa Hills HS		Jenks
Morrison R. Waite HS	High School	Kingfisher
		High School
Washington Jr. HS	OKLAHOMA	
Whitmer HS	Ada	Jr. HS
Whitney Voc. HS	Horace Mann Sch.	Lawton
Woodward HS		Fort Sill Indian Sch.
Trotwood-Madison Twp.	Napier HS	High School
_ HS	Altus-Lincoln HS	Jr. HS
Troy	Alva	Madill
Miami Cen. HS	Anadarko	McAlester
High School	High School	L'Ouverture HS
Uniontown	Riverside Indian Sch.	High School
Utica—Utica-Washington	Ardmore	Midwest City
HS	Barnsdall	Moore
Van Wert	Bartlesville	Muskogee
Hoaglin-Jackson Sch.	Cen. HS	Manual Trng. HS
High School	Col. HS	Cen. HS
Vermilion	Douglass HS	Alice Robertson Jr. HS
Wadsworth	Bristow	Newkirk
Cen. HS	Broken Arrow	Norman
Centralized Jr. HS	Chickasha	Jr. HS
Waldo	Jr. HS	Sr. HS
Warren	Sr. HS	Oklahoma City
	Chilocco-Indian Agric.	Capitol Hill Jr. HS
HS	Sch.	Capitol Hill Sr. HS
Howland HS	Choctaw	Cen. HS
Lordstown HS	Clinton	Classen Sr. HS
LOI USTOWII 112	CHIROH	Cidssell St. 113

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U. S. Grant Jr.-Sr. HS Jackson Jr. HS John Marshall HS F. D. Moon Jr. HS Northeast Ir.-Sr. HS Putnam City Jr. HS Putnam City Schs. Roosevelt Jr. HS Taft Ir. HS Okmulgee Dunbar HS High School Pawhuska Perry-Jr.-Sr. HS Picher-Picher-Cardin Jr .-Sr. HS Ponca City Attucks HS Sr. HS Prvor Red Rock Sapulpa Seminole Shawnee Dunbar HS St. Gregory's HS Sr. HS Spiro Stillwater High School Jr. HS Tahleguah Tulsa Alexander Graham Bell Jr. HS George W. Carver Jr. HS Cen. HS Cleveland Jr. HS Clinton Jr. HS Holland Hall Sch Horace Mann Jr. HS Will Rogers HS Roosevelt Jr. HS Booker T. Washington Daniel Webster HS Woodrow Wilson Jr. Velma-Velma-Alma HS Walters Wewoka Wilburton Woodward-Jr. HS

OREGON Albany Ashland Astoria Aurora-North Marion Union HS Baker High School St. Francis Acad. Beaverton-Union HS Bend Burns-Union HS Camas Valley Canby-Union HS Cave Junction-Illinois Valley HS Clatskanie Coburg Colton Coquille Corvallis Cottage Grove-Union HS Creswell-Pleasant Hill HS Culver Dallas Detroit Drain-Union HS Dufur Eagle Point Elgin Elmira-Union HS Estacada—Union HS Eugene High School Roosevelt Ir. HS Willamette HS Woodrow Wilson Ir. HS Forest Grove-Union HS Glide Harrisburg-Union HS Helix-Griswold Union HS Hermiston Hillsboro-Union HS Hood River High School Wy'east HS Independence-Cen. HS Jefferson Joseph Klamath Falls-Union HS La Grande High School Jr. HS

Lakeview

Lebanon-Union HS Lowell-Union HS Madras-Union HS Malin Maupin McMinnville Medford Jr. HS Sr. HS Merrill Mill City Milton-McLaughlin Union Milwaukie-Union HS Molalla-Union HS Moro Mt. Angel-Acad. Myrtle Creek Myrtle Point-Union HS Newburg-Union HS Newport North Bend Ontario Oregon City Ir. HS Sr. HS Oswego-Lake Oswego HS Pendleton Ir. HS Sr. HS Philomath Phoenix Portland Benson Polytechnic HS Catlin Sch. Cleveland HS Columbia Prep. Sch. Franklin HS Girls Polytechnic HS U. S. Grant HS Jefferson HS Lincoln HS Parkrose HS Roosevelt HS St. Helen's Hall HS St. Mary's Acad. Washington HS Port Oxford Prineville-Crook Co. HS Redmond-Union HS Reedsport-Union HS Riddle Rogue River St. Helens St. Paul-Union HS

Salem

Leslie Jr. HS Oregon State Assn. of Bethlehem HS Fountain Hill HS Student Councils Clarion-Sr. HS High School Liberty HS Moravian Prep. Sch. Sandy-Union HS Scappoose-Union HS Moravian Seminary It. HS Sherwood-Union HS Northeast Jr. HS Clavsville Sisters Birdsboro Springfield Blairsville Coatesville-S. Horace Blossburg-Jt. HS Stanfield Stayton-Union HS Bolivar-Laurel Valley Jt. Cochranville-West Fallow-Sweet Home-Union HS field HS Boothwyn-Upper Chi-Collingdale The Dalles chester HS Conneaut Lake Tigard-Thomas R. Fowler Boswell-J. B. J. Jt. HS Brackenridge-Har-Brack Valley HS Jr. HS Union HS Connellsville Tillamook Braddock Toledo Waldport High School Coopersburg Ir. HS Coplay Wallowa Bradford Warrenton Coraopolis Sr. HS Sr. HS Weston-Union HS St. Bernard HS Willamina-Union HS Brentwood Woodburn Bridgeport-Sr. HS Heart HS Bristol PENNSYLVANIA Ir.-Sr. HS Abington Delhaas HS Jr. HS Brockway-Brockway-Frazer HS Sr. HS Snyder Jt. HS Cressona Allentown Brookville Dalton-It. HS High School Butler Danville Cen. Cath. HS Area Jt. Sr. HS High School Cen. Jr. HS Ir. HS Jr. HS Cabot-Winfield-Clinton Jt. Harrison-Morton Jr. Darby-Sr. HS HS HS Parkland Jr.-Sr. HS Cairnbrook-Shade Twp. Twp. HS Raub Jr. HS HS Denver South Mountain Ir. HS California-Com. HS Derry Altoona-Sr. HS Camp Hill Boro HS Ambler-Jt. HS Canonsburg Annville High School

Franklin HS Carmichaels-Cumberland Twp. HS Baden-Mt. Gallitzin HS Carnegie St. Luke HS Scott Twp. HS Catasaugua

Ardmore-Lower Merion

Sr. HS

Athens-Sr. HS

Arnold

Ashley

Bangor

Beaver

Bedford

Bellefonte

Beaverdale

Beaver Falls

Catawissa Chambersburg-Area Jr.

Peters Twp. HS

Carbondale-Benjamin

Belle Vernon-Bellmar HS Charleroi-Jr. HS

Chester Clairton-Walnut Ave. Jr.

Clarks Summit-Clarks Summit-Abington

Coalport-B.C.I. HS

Scott Sr. HS

Conneautville-Conneaut

Conshohocken-Ir.-Sr. HS

Moon Twp. HS Our Lady of Sacred

Cornwell Heights-Bensalem Twp. HS

Creighton-East Deer-

Davidsville-Conemaugh

Twp. HS

Donora-Sr. HS Downingtown

Indus. Sch. It. HS

Doylestown-Central Bucks It. HS.

Dry Run-Fannett-Metal

Sr. HS

Du Bois High School Ir. HS

Sandy Twp. HS Dunmore-Sr. HS

Duquesne Jr. HS

Sr. HS

Edison Jr. HS East Greenville-Upper Perkiomen HS

East McKeesport

Easton

High School Wilson HS

East Pittsburgh

Elizabeth Elizabethtown

Elizabethville

Elkins Park-Cheltenham

Elysburg-Ralpho Twp. HS Hatboro-Hatboro-Horsham Latrobe Emmaus

Ephrata

Erie

East HS Gridley Jr. HS

Lawrence Park HS Millcreek Jr. HS St. Benedict Acad.

Villa Maria Acad. Strong Vincent HS

Espy-Scott Twp. HS Everett-Everett Southern

Jt. HS Fairfield-It. HS

Falsington-Pennsbury HS

Fawn Grove-Kennatd-Dale

Folsom-Ridley Twp. HS Ford City-Jr.-Sr. HS Fort Washington-Upper

Dublin HS Forty Fort-Ir.-Sr. HS

Franklin-Jr.-Sr. HS Fredericktown-Bethlehem Jt. HS

Freeland-Mining Mechanical Institute Freeport-Area Jt. HS

Gettysburg Girard-Rice Ave. Union

Glen Rock-Susquehannock Ir.-Sr. HS

Glenshaw

Shaler HS Shaler Jr. HS

Glenside-Glenside-Weldon Ir. HS

Greensburg

High School

Ir. HS

Harrold Ir. HS Greenville-Penn HS

Grove City

Guys Mills-Randolph East Mead HS

Gwynedd Valley-Acad of Sisters of Mercy

Harbor Creek Harrisburg

Cath. HS John Harris HS

Harveys Lake-Lake-Noxen Lansdowne-Lansdowne-Jt. HS

HS

Hatfield-Cons. HS Havertown-Haverford Twp. Ir. HS

Hawley

Hazleton-Sr. HS Hellertown

Hershey

Hickory-Ft. Cherry Jt. HS Hokendaugua-Whitehall

HS Honesdale Honey Brook

Hopewell-Robert P. Smith Voc. HS

Houston-Chartiers Twp. HS

Hummelstown

Huntingdon Valley-Lower Moreland HS

Imperial-West Allegheny Jt. Jr. HS

Indiana High School

Keith Sch. Irwin-North Huntingdon

Twp. HS Jefferson-Dist. HS

Jenkintown Abington Friends Sch.

High School Jersey Shore-Area It. HS

Johnstown Cen. Cath. HS Garfield Jr. HS

Kane

Kennett Square-Kennett HS

Kintnersville-Palisades HS

Kittanning Kutztown

Lacevville Lancaster

> East Lampeter HS Edward Hand Jr. HS Twp. Jr. HS

McCaskev HS John T. Reynolds Jr.

HS Landisburg-Green Park Union HS

Langhorne-Nashaminy HS Susquehanna Twp. HS Lansdale-Little Flower HS

Aldan HS

High School St. Xavier Acad.

Laureldale-Muhlenberg Twp. HS

Lebanon

Cath. HS High School

Leesport-Ontelaunee HS

Leetsdale Lehighton

Lehman-Lehman Twp .-Jackson Twp. It. HS

Leisenring-Dunbar Twp. HS

Lemoyne-West Shore HS Leola-Upper Leacock Twp. HS

Library Bethel HS

Bethel Jr. HS Ligonier

Lititz-Boro HS Littlestown-Jr.-Sr. HS

Mahanoy City Manchester

Manheim-Cen. HS. Mapletown

Marcus Hook-Jr. HS Marienville-East Forest It.

Masontown Matamoras

McKeesport-St. Peter's HS

McKees Rocks High School

Stowe HS

McSherrystown-Delone Cath HS

New Holland

McVevtown-McVevtown-Oliver Jt. HS Meadville Mechanicsburg Media Mercer-It. Cons. HS Mercersburg-James Merion-Mater Misericordiae Acad. Middleburg Midland-Lincoln HS Mildred-Turnpike Jt. HS Mill City-Falls-Overfield HS Millersburg Millersville-Manor-Millersville HS Mill Hall Millville Milton Monessen Monongahela Montgomery-Montgomery-Clinton Jr.-Sr. HS Montoursville-Jr.-Sr. HS Moon Run-Robinson Twp. HS Morrisville Mt. Carmel Cath. HS Sr. HS Mt. Joy-Donegal HS Mt. Morris Muncy-Muncy-Muncy Creek HS Munhall Murrysville-Franklin Twp. HS Nazareth Area Jt. Sr. HS Jr. HS Neffsville-Manheim Twp. HS New Bethlehem-Redbank Vailey HS New Bloomfield-Perry Jt. HS New Castle Sr. HS. Union Twp. HS George Washington Jr. HS New Cumberland

Newfoundland-Greene-Dreher-Sterling HS

New Hope-New Hope-Solebury Jt. HS New Kensington Fourth Ave. Jr. HS Parnassus Ir. HS Stewart Ir. HS Buchanan Ir.-Sr. HS Newtown-Council Rock HS Newtown Square-Ellis Country Sch. Newville-Big Spring It. HS Norristown-David Rittenhouse Ir. HS Northampton-Area Jt. HS North East-Jt. HS Numidia-Roaring Creek Valley Jr. HS Oakdale-West Allegheny Sr. HS Oakmont Oberlin-Swatara Twp. HS Pitcairn Oil City-Sr. HS Olev Orwigsburg Oxford Paradise-Twp. HS Pen Argyl Pennsburg-Upper Perkiomen Jt. HS Perryopolis-Perry-Lower Tyrone Jt. HS Philadelphia Acad. of Notre Dame Bartlett Ir. HS John Bartram HS Edward Bok Voc. Sch. Murrell Dobbins Tech. Sch. Episcopal Acad. Frankford HS Furness Jr. HS Girard College HS Simon Gratz Sr. HS Kensington HS La Salle College HS Abraham Lincoln HS Mastbaum Voc.-Tech. Sch. Mt. St. Joseph Acad. Overbrook HS Overbrook School for the Blind Wm. Penn Charter Sch. Penn Treaty Jr. HS

Philadelphia HS for Girls Roxborough HS St. Basil Acad. St. Thomas More Boys' Cath. HS South Philadelphia HS for Boys South Philadelphia HS for Girls Springfield Twp. Jr. HS Stetson Jr. HS Sulzberger Ir. HS Thomas Ir. HS Tilden Jr. HS Vare Jr. HS West Philadelphia Cath. HS West Philadelphia HS Phoenixville-Mem. Jr. HS Pine Grove-Ir.-Sr. HS Pittsburgh Taylor Allderdice HS Allegheny Voc. HS Avalon HS Avonworth HS Baldwin Twp. HS Crafton HS Etna HS Samuel Hamilton Ir. HS Herron Hill Ir. HS Langley HS Millvale HS Mt. Alvernia HS Mt. Lebanon Sr. HS North Allegheny Jr.-Sr. HS North Cath. HS David B. Oliver HS Our Lady of Mercy HS Perry HS St. Augustine's HS St. Basil's HS St. Benedict's Acad. St. Canice HS St. Francis Acad. St. James HS St. Justin HS St. Paul Cathedral HS St. Rosalia HS Schenley HS South Hills HS Swissvale HS

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Westinghouse HS West View HS Portage-Joint Jr. HS Pottstown-Jr. HS Pottsville High School High School, Patterson Pricedale-Rostraver Twp. Ir.-Sr. HS Prospect Park Quakertown-Jr.-Sr. HS Quarryville-Southern Lan- South Williamsport-Jr.-Sr. canster Co. It. HS Quincy

Reading Mt. Alvernia HS Northeast Jr. HS Sr. HS

Southwest Jr. HS Renovo-St. Joseph's HS Republic-Redstone Twp. HS

Ridgway High School St. Leo HS Roaring Spring Rockwood

Saltsburg Kiskiminetas Springs Sch. High School

Schaefferstown-Heidelberg Two. HS Scottdale

Schuvlkill Haven Schwenksville-Jt. Cons. HS

Seneca-Cranberry-Pine-

grove HS Shamokin

St. Edward HS Area Jt. HS

Sharon Hill Sch. of the Holy Child Warren

High School Sharpsburg-St. Mary's HS Shenandoah-J. W. Cooper HS

Shickshinny-Sr. HS Shillington-Governor Mifflin Sr. HS Shippensburg Slatington-Sr. HS Slippery Rock-Campus Jr .-Sr. HS Smethport

Somerset Souderton

Southampton-Upper Southampton Warminster HS

South Fork-South Fork-Croyle HS

Spangler Spartsansburg—Sparta HS Springdale

Jr. HS Sr. HS

Springfield-Jr.-Sr. HS

Spring Grove State College Steelton Sunbury-Jr. HS Swarthmore Tarentum Terre Hill

Titusville Torresdale-Nazareth Acad. Towanda-Towanda Valley

Trafford Tunkhannock Turbotville-North-Mont HS

HS

Union City-Jt. HS Uniontown

North Union HS It. HS North Scranton Jr. HS Unity-Plum Twp. HS

Upper Darby Jr. HS Sr. HS

Verona Wallingford-Nether Providence HS

Sharon-Hickory Twp. HS Wanamie-Newport Twp.

Washington

East Washington HS High School

Waymart Wayne-Radnor HS Waynesburg

Wellsboro-Ir.-Sr. HS Weslevville

West Hazleton

West Lawn-Wilson HS West Nanticoke-Harter

HS West Reading

Wilkes-Barre James M. Coughlin Ir .-Sr. HS

G. A. R. Mem. HS. St. Mary's HS Williamsport-Sr. HS

Williamstown-Jt. HS

Willow Grove-Upper Moreland HS Wilmerding-Westinghouse

Mem. HS Wilmore

Winburne-Cooper Twp. HS Wyoming-Mem. HS

Wyomissing York

> Hannah Penn Jr. HS Wm. Penn Sr. HS Cath. HS

West York HS Zolienople

RHODE ISLAND

Apponaug-Lockwood HS Barrington Cranston

Hugh B. Bain Ir. HS High School Park View Ir. HS

East Greenwich Newport-Rogers HS

North Providence **Pawtucket**

East Sr. HS Samuel Slater Jr. HS Providence

Henry Barnard Jr. HS Samuel W. Bridgham Ir. HS Lincoln Sch.

St. Charles Borromeo

Mary C. Wheeler Sch. Warren

Washington-Coventry HS Waynesboro-Area Sr. HS Westerly

SOUTH CAROLINA

Abbeville-Abbeville Co. Trng. Sch.

Aiken

Anderson

Boys' HS Girls' HS

Westside Sr. HS

Avnor Bamberg

Beaufort Belton

Blacksburg-Centralized HS

Camden-Mather Acad. Cavce

Brookland-Cayce HS

Brookland-Cayce Jr. HS

Charleston

High School of Charleston Rivers HS

St. Andrew Parish HS

Cheraw

High School Coulter Mem. Acad. Chesnee-Foster's Grove

HS Chester

Clinton Clover

Consol. HS Roosevelt HS

Columbia

High School Dreher HS Eau Claire HS Hand Jr. HS C. A. Johnson HS Univ. HS

Wardlaw Jr. HS Booker T. Washington

HS Conway

High School Whittemore HS Cope-Edisto HS

Cowpens Cross

Cross Anchor

Darlington-St. John's HS

Denmark Dillon

Duncan-Dist. 5 HS of

Spartanburg Co.

Easley Fairforest-Lincoln HS Florence

McClenahan HS Wilson HS

Fountain Inn-Bryson HS Gaffney

Georgetown

Howard HS Winvah HS

Graniteville Greenville

> Sr. HS Parker HS Sterling HS Welcome HS

Greenwood Greer

Davenport Jr. HS Sr. HS

Hartsville Butler HS High School

Honea Path Hyman-Hannah HS Inman-Chapman HS

Kingstree High School

Tomlinson HS Lamar

Lancaster Barr Street HS High School

Laurens Lexington

Manning-Trng. Sch. Marion-HS and Jr. HS Navy Yard-Chicora HS

Newberry

Nichols-Floyds HS North Charleston Orangeburg

Pacolet

Pacolet Mills-Benjamin E. Hot Springs Mays HS

Pendleton-Riverside HS Pickens

Rock Hill

High School Emmett Scott HS

Roebuck St. Matthews St. Stephen

Russellville HS High School

Saluda

Seneca-Oconee Co. Trng. Sch.

Spartanburg

Carver HS Cumming St. Jr. HS

High School Strother-Monticello HS

Summerville Sumter

Edmunds HS

Lincoln HS Taylors-Paris HS

Timmonsville Union Ware Shoals Walhalla

Walterboro Wampee

Chestnut Consol. HS High School

Wellford-Florence Chapel HS West Columbia-Lakeview

Williamston-Palmetto HS

Williston-Williston-Elko HS

Winnsboro Fairfield Co. Trng. Sch. Mt. Zion Institute Woodruff-New Bethel HS

York

SOUTH DAKOTA

Aberdeen-Central HS Belle Fourche

Brookings Chamberlain Clark

Deadwood Eagle Butte Estelline

Huron-Sr. HS Igloo-Provo HS

Iroquois

Lead Madison-Cen. HS

Martin-Bennett Co. HS

Milbank Miller Mitchell Mobridge Pierre-Sr. HS Pine Ridge—Oglala Com.
HS
Platte
Redfield
Sioux Falls
Cathedral HS
Washington HS
Spearfish—Jr.-Sr. HS
Vermillion
Watertown
Webster

TENNESSEE

Ashland City Bellevue Bristol-Holston Valley HS Brownsville-Haywood Co. HS Carthage-Smith Co. HS Chattanooga High School North Chattanooga Ir. HS Notre Dame Sch. Clarksville Cleveland-Bradley Cen. Clinton Columbia Carver-Smith HS Cen. HS Corryton-Gibbs HS Crossville-Cumberland Co. HS Cunningham-Montgomery Co. HS Donelson Dover-Stewart Co. HS Dresden Ducktown Elizabethton Englewood Erwin-Unicoi Co. HS Gallatin Goodlettsville Greeneville Hartsville-Trousdale Co. HS Henderson-Chester Co. HS Humboldt Huntingdon Jackson Jefferson City-Jefferson

HS

Joelton

Kingsport
Dobyns-Bennett HS
Douglass .HS
Jr. HS
Lynn View HS
Sullivan HS
Knoxville
Austin HS
Bearden HS

Austin HS
Bearden HS
East HS
Rule HS
Lenoir City
Livingston—Livingston

Acad.
Loudon
Lynnville—Jones HS

Madison Manchester—Cen. HS Martin Maryville

McEwen McMinnville Cen. HS Memphis Bellevue Jr. HS

Cen. HS
East HS
Frayser HS
Humes HS
Miss Hutchison's Sch.
Manassas HS
Melrose HS
Sacred Heart HS
St. Augustine HS
Booker T. Washington

HS Milan Millington Cen. HS E. A. Harrold HS Nashville

Cameron HS
Cen. HS
Cen. HS
Cohn HS
Cumberland HS
East Nashville HS
Hume Fogg HS
Hillsboro HS
Howard HS
Isaac Litton HS
Peabody Demon. Sch.
St. Cecilia Acad.
Washington Jr. HS

West End HS
Oak Ridge
Jefferson Jr. HS
High School

Old Hickory-DuPont HS Ooltewah Piney Flats-Mary Hughes HS Pulaski-Beech Hill HS Shelbyville Bedford Co. Trng. Sch. Cen. HS Sparta-White Co. HS Springfield-Coopertown Sweetwater Typer Walland Washington College-Acad. Wayneshoro-Wayne Co. HS

TEXAS

White Pine

Abilene High School Carter G. Woodson HS Albany Alice-William Adams HS Alpine Alto Alvin High School Ir. HS. Amarillo Sr. HS Austin Jr. HS Elizabeth Nixson Jr. HS St. Mary's Acad. Anahuac Arlington Atascosa-Southwest HS Athens Austin High School Concordia College Fulmore Jr. HS Univ. HS Avery Ballinger

Baytown
George Washington
Carver Sch.
Cedar Bayou Jr. HS
Robert E. Lee HS

Beaumont Amelia Jr. HS High School

French HS	Cypress-Cypress-Fair-	Friendswood
Herbert HS	banks HS	Gainesville
MacArthur Jr. HS	Daingerfield	Galena Park
St. Anthony HS	Dallas	High School
South Park HS	N. R. Crozier Tech. HS	Jr. HS
Beckville	Forest Ave. HS	Galveston
Bellmead—Lavega HS	Highland Park HS	Austin Jr. HS
Bellville	Higland Park Jr. HS	Ball HS
Belton-Sr. HS	Hillcrest HS	Lovenberg Jr. HS
Big Lake-Reagon Co. HS	Pleasant Grove HS	Georgetown
Big Spring	Thomas J. Rusk Jr. HS	Giddings
Jr. HS	South Oak Cliff HS	Gladewater
Sr. HS	Boude Storey Jr. HS	Union Grove HS
Bishop	Sunset HS	Weldon HS
Bloomington	Deer Park	Graham
Borger	Del Rio	Grand Prairie
High School	Denison—Terrell HS	Greenville
Jr. HS	Denton	Carver HS
Bowie	Jr. HS	Jr. HS
Brownfield	Sr. HS	Sr. HS
	North Texas Lab. Sch.	
Brownsville		
Brownwood	Dickinson	Hallsville
Bryan	Donna	Harlingen
Stephen F. Austin HS	Dumas	Gay Jr. HS
E. A. Kemp HS	Eagle Lake	High School
Burnet	Eagle Pass	Hartley-Hartley Indep.
Canyon	Edcouch-Elsa	HS
Carrizo Springs	HS	Hearne
Carthage	Edna	Blackshear HS
Sr. HS	El Campo	High School
Turner HS	High School	Hitchcock
Channelview—David	Elem. Sch.	Houston
Crockett Jr. HS	Eldorado	Burrus Jr. HS
Clarksville	El Paso	Jefferson Davis Sr. HS
Cleburne	Austin HS	James S. Deady Jr. HS
Coleman	High School	Alexander Hamilton Jr.
College Station-A. and M.	Thomas Jefferson HS	HS
Consol. HS	Loretto Acad.	Hartman Jr. HS
Colorado City-Colorado	Radford Sch. for Girls	James S. Hogg Jr. HS
HS	Elysian Fields	Incarnate Word Acad.
Commerce	Falfurrias	Albert Sidney Johnston
Corpus Christi	Floydada	Jr. HS
Solomon M. Coles HS	Forsan	Lamar Sr. HS
Flour Bluff Sch.	Fort Stockton	Charles H. Milby Sr.
Incarnate Word Acad.	Fort Worth	HS
Roy Miller Sr. HS	Arlington Heights HS	Pershing Jr. HS
W. B. Ray Sr. HS	Birdville HS	Reagan Sr. HS
West Oso Jr. HS	Dunbar HS	St. Agnes Acad.
Corsicana	James E. Guinn Jr. HS	San Jacinto Sr. HS
High School	Lake Worth HS	Booker T. Washington
Jr. HS	Riverside Jr. HS	HS
G. W. Jackson HS	Freeport	Phillis Wheatley Sr.
Crane Crane	Brazosport HS	HS
Crosby	Jr. HS	Jack Yates Sr. HS
Crowley	Velasco Jr. HS	Humble—Charles Bender
Crystal City	Freer Freer	HS
Cijstai Citj		****

Huntington

Huntsville-Sam Houston

HS

Iraan

Tacksboro

Jacksonville

Jarrell

Tustin

Northwest HS

Northwest Jr. HS

Karnes City

Katy

Keller

Kermit

High School Ir. HS

Kerrville-Tivy HS Kilgore

Killeen

Knippa

Krum

La Feria

Lake Jackson-Jr. HS

Lakeview

Lamarque Lamesa

Lampasas

High School

Jr. HS

La Porte Laredo

L. J. Christen Jr. HS

Martin HS

Larue-Central HS

Lefors Levelland

Ir. HS

Sr. HS

Lindale Littlefield

Llano

Lockport

Longview

Ir. HS

Negro HS

Sr. HS

Lorena

Lorenzo

Louise

Lovelady

Lubbock

J. T. Hutchinson Jr.

HS

Sr. HS

Matthews Jr. HS

O. L. Slaton Jr. HS

Carroll Thompson Jr.

HS

Lufkin

Dunbar HS

Sr. HS

Luling Magnolia

Marlin

High School

Booker T. Washington

HS Marshall

Sr. HS

H. B. Pemberton HS

McAllen

McCamey-Jr.-Sr. HS

Mexia Miami

Midland

High School

San Jacinto Jr. HS

Mineola

Mineral Wells

Monahans Mt. Pleasant

Ir. HS Sr. HS

Muleshoe

Naples-Pewitt HS

Nederland

Newton

Nocona Odessa-Sr. HS

Orange

Little Cypress HS

Lutcher Stark Sr. HS

Wallace HS

Overton

Ozona

Paducah

Pampa Panhandle

Paris

Pasadena-Sr. HS

Pattison

Pearland

Pearsall

Phillips

Plainview

Port Arthur-Woodrow

Wilson Jr. HS

Port Lavaca

Port Neches

Poteet

Quanah

High School

Ir. HS

Ralls

Refugio

Barefield HS

High School

Rockport-Arkansas Co. HS

Robstown

Rockwall

Rosebud

Rosenberg-Lamar Consol.

HS

Rotan Round Rock

Rusk

San Angelo

Thomas A. Edison Jr.

HS

Robert E. Lee Jr. HS

High School

San Antonio

Alamo Heights Jr. HS

Alamo Heights Sr. HS

Brackenridge HS Luther Burbank Voc.

HS

East Central HS

Edgewood Indep. Sch.

Dist.

Thomas A. Edison HS

Emerson Jr. HS

Harlandale Sr. HS

Sam Houston HS

Thomas Jefferson HS

Sidney Lanier HS

T. N. Page Jr. Sch.

Providence HS

St. Mary's Hall

San Antonio Voc. and

Tech. Sch.

Ursuline Acad.

San Augustine

San Benito

Sanderson

San Diego

San Marcos

Academy

High School

Santa Anna

Schulenburg

Seminole

Seymour

Sherman

Shiner

Silsbee

Smithville

	-
Snyder	B
Sonora	C
Sour Lake	C
Spearman	10
Spring—Klein HS	D
Stephenville—Sr. HS	E
Sulphur Springs	E
Sundown Names US	E
Sweetwater—Newman HS Talco	K
Taylor	L
Teague—Booker T. Wash-	M
ington HS	M
Temple	M
Texarkana	M
Dunbar HS	M
Texas Ave. Jr. HS	M
Texas Sr. HS	N
Texas City	O
William R. Blocker	P
Jr. HS	P
Levi Fry Jr. HS	-
High School	R
Booker T. Washington	R
HS	St
Tomball	S
Trinity	
Tyler	
Dixie Colored HS	
Hogg Jr. HS	Sa
Emmett Scott HS	
High School	SI
Uvalde	T
Vanderbilt—Industrial HS	V
Vernon	
Victoria-Crane Jr. HS	
Waco	D
Moore HS	Ba
North Jr. HS	
South Jr. HS	Be
Univ. HS	Bi
High School Weslaco	Bi
West	Bi
West Columbia—Charlie	Bi
Brown HS	B
White Deer	131
White Oak	
Winnsboro	CI
Winters	D
Yorktown	Fr
Ysleta	Je
******	-

UTAH

American Fork Beaver

ountiful edar City-Ir. HS learfield-North Davis Ir. HS Pelta interprise phraim-Jr. HS scalante avsville-Davis HS amas-South Summit HS St. Johnsbury ogan-Jr. HS lagna—Cyprus HS fidvale-Union Jr. HS filford Conticello forgan It. Emmons-Altamont HS Windsor lephi-Juab HS gden-Wahlquist Jr. HS anguitch rovo-Brigham Young Univ. Sec. Trng. Sch. coosevelt-Jr. HS t. George-Woodward HS alt Lake City Bryant Jr. HS Central Jr. HS Valley Ir. HS andy-Mount Jordan Jr. HS panish Fork remonton-Bear River HS ernal-Uintah HS

VERMONT arre Mathewson Jr. HS Spaulding HS ellows Falls radford-Bradford Acad. randon rattleboro ristol urlington High School Cathedral HS hester erby-Derby Acad. ranklin ffersonville-Cambridge HS Ludlow-Black River HS Lyndon Center-Lyndon Institute

Montpelier Poultney Proctor Putney-Putney Sch. Rutland Mt. St. Joseph Sch. High School St. Albans-Bellows Free Acad. Academy Trade Sch. South Royalton White River Junction Hartford HS

VIRGINIA

Hartford Mem. Sch.

Abingdon-William King HS Alexandria Mt. Vernon HS Parker-Gray HS St. Agnes Episcopal Sch. for Girls George Washington HS Altavista Amelia Amherst Appomattox-Carver-Price HS Arlington Hoffman-Boston HS Thomas Jefferson Ir. HS Stratford Ir. HS Swanson Jr. HS Wakefield HS Washington-Lee HS

Ashland-Henry Clay HS Berryville-Clarke Co. HS Blackstone Blue Ridge-Colonial HS Bon Air-Bon Air Sch. for Girls Bristol

Douglass HS Virginia HS Buchanan Buckingham-Central HS

Callands Callao

Carysbrook-Fluvanna Co. HS

- Charlotte Court House-Central HS
- Charlottesville-Lane HS
- Chase City Chatham
 - High School Climax HS
- Chester-Thomas Dale HS Churchland-High and
- Elem. Sch.
- Clarksville High School West End HS
- Cleveland Clintwood Coeburn Concord Covington
- Crewe Culpeper Cumberland-Luther P.
- Jackson HS Danville John M. Langston HS
- Schoolfield Jr. HS Southside HS
- George Washington HS Dinwiddie-Trng. Sch. Eagle Rock Eastville-Northampton HS Edgehill-Ralph Bunche HS
- Edinburg Emporia-Greenville Co. HS
- Fairfax Falls Church High School
- George Mason Jr.-Sr. Falmouth-Stafford HS
- Farmville
- High School Robert R. Moton HS Farnham
- Fieldale George Washington Carver HS
- High School Forest-New London Acad.
- Fredricksburg James Monroe HS
- Walker-Grant HS
- Front Royal-Warren Co. HS
- Galax

- Gloucester Gretna-Renan HS
- Grundy Hampton
 - Armstrong School High School
- George P. Phenix HS Herndon
- Highland Springs Hopewell-Carter G.
- Woodson Sch. Irwin-Central HS
- Lawrenceville-James Solomon Russell HS
- Leesburg Douglass HS High School
- Lexington-Lylburn Downing HS
- Louisa-A. G. Richardson
- Low Moor-Central HS Lynchburg
- Brookville HS Dunbar HS
- E. C. Glass HS Madison Heights Manassas
- Regional HS Oshourn HS
- Martinsville Merrifield-Luther P.
- Jackson HS Newport News
- Huntington HS High School
- Nokesville-Brentsville Dist. HS Norfolk
 - Blair Ir. HS Mary Calcott Sch. Granby HS
 - Great Bridge HS Maury HS Norfolk Cath. HS Norview HS
 - Princess Anne Co. Trng. Sch. Booker T. Washington
- Norton-John I. Burton HS Staunton-Booker T. Orange-Orange Co. HS Parksley
- Pearisburg
- Petersburg-Bolling Jr. HS Portsmouth

- Craddock HS I. C. Norcom HS
- Our Lady of Victory HS
- St. Paul's HS Woodrow Wilson HS
- Powhatan Prince George-Prince
- George HS Princess Anne
- Pulaski Quantico-Post HS
- Richlands Richmond
 - Armstrong HS Bainbridge Jr. HS Benedictine HS
 - Blackwell Ir. HS Collegiate Sch. for Girls Benjamin A. Graves Jr.
 - HS Hermitage HS
 - Thomas Jefferson HS Manchester HS
 - John Marshall HS St. Gertrude HS St. Patrick's HS Maggie L. Walker HS
- Westhampton Jr. HS Roanes-Gloucester Trng. Sch.
- Roanoke
 - Stonewall Jackson HS Jefferson HS Lee Jr. HS
 - Booker T. Washington Jr. HS
 - Woodrow Wilson Jr. HS
- Rock Castle-St. Francis de Sales HS
- Rocky Mount-Franklin Co. HS
- Rural Retreat
- Saluda-Middlesex HS South Boston-Hailfax Co. HS
- South Hill-East End HS
- South Norfolk Stafford
- Washington HS Suffolk
- East Suffolk HS
- High School Sugar Grove

Surry-Surry Co. HS Tazewell Victoria-Lunenburg HS Virginia Beach Waynesboro Whitewood Williamsburg-Bruton Heights Sch. Willis Woodbridge-Gar-Field HS Woodstock

WASHINGTON Aberdeen-Miller Ir. HS Almira Auburn-Sr. HS Bellingham Fairhaven Ir. HS Whatcom Jr. HS Benton City-Kiona-Benton City HS Blaine-Sr. HS Burlington-Burlington-Edison HS Burton-Vashon Island HS Raymond Carnation-Tolt HS Cathlamet-Wahkiakum HS Centralia Chehalis Chelan Cheney-Sr. HS Chimacum College Place-Walla Walla Coll. Acad. Colville Coulee City Cusick Dayton Deer Park Deming-Mt. Baker HS Ellensburg-Morgan Jr. HS Enumclaw Ephrata Everett High School North Jr. HS Fairfield Ferndale-Jr. HS

Gig Harbor-Peninsula HS Stevenson Grand Coulee Greenacres-Central Valley Issaquah Kalama Kelso Kennewick-Jr. HS

Kettle Falls Kirkland-Lake Washington Sr. HS Lind Longview-Robert A. Long HS Manson Marysville Milan-Riverside HS Morton Moses Lake Mount Vernon Moxee City-Moxee HS Mukilteo-Rosehill Jr. HS Naselle North Bend-Mt. Si HS Okanogan Omak-Sr. HS Onalaska Othello Pasco Peshastin Port Angeles-Roosevelt Ir. HS Renton-Ir.-Sr. HS Richland Columbia HS Chief Joseph Jr. HS Rochester Seattle Jane Addams Jr. HS Ballard HS

Nathan Eckstein Jr. HS Foster Ir.-Sr. HS Garfield HS Holy Names Acad. Lincoln HS Roosevelt HS West Seattle HS Sequim-Sr. HS Shelton Irene S. Reed HS Jr. HS

Spokane Holy Names Acad. Lewis and Clark HS Sultan-Union HS

Sumner Tacoma Aguinas Acad. Lincoln HS Stadium HS

J. P. Stewart Jr. HS

Vancouver Shumway Jr. HS High School Wapato-Sr. HS Washougal High School Jr. HS Wenatchee Winthrop Woodland-Ir.-Sr. HS Yakima

Franklin Jr. HS St. Joseph Acad. Sr. HS

WEST VIRGINIA Anawalt-Jr. HS Beaver-Shady Spring HS Beckley-Woodrow Wilson Belington Belle-DuPont High and Jr. HS Berkeley Springs Beverly Blacksville-Clay-Battelle HS Bluefield-Beaver HS Bradshaw-Ir. HS Bramwell-Bluestone HS Buckhannon-Buckhannon-Upshur HS Bunker Hill-Musselman HS Burnsville Chapmanville Charleston High School Stonewall Jackson HS Lincoln Jr. HS Horace Mann Jr. HS

Roosevelt Jr. HS Charles Town Chelyan-Jr. HS Clarksburg-North View Jr. HS

Clay-Co. HS Coal City-Stoco HS Coalton

Dailey-Homestead Sch. Dunbar

Elizabeth-Wirt Co. HS Elkhorn-Negro HS Elkins

Elkview

2.

IS

son

Fairmont East Fairmont HS Sr. HS Fairview Favetteville Follansbee Gary Gassaway Glenville Grafton High School Ir. HS Grantsville-Calhoun Co. HS Harrisville Hedgesville Herndon Hinton Huntington High School Marshall HS

Vinson HS Hurricane Jane Lew Keyser Kimball—Jr. HS Kingston Kingwood Lost Creek

Kingston
Kingwood
Lost Creek
Lumberport
Man
Mannington—Central HS
Marmet—Jr. HS

Martinsburg Masontown Matoaka

Meadow Bridge Montcoal—Marsh Fork HS Montgomery

Moorefield
Morgantown
Jr. HS
Univ. HS
Mullens

New Cumberland New Martinsville—Magnolia HS Nitro

Oak Hill—Collins HS Oceana

Park-Roosevelt-Wilson HS

Parkersburg High School Washington Jr. HS Petersburg

Petersburg Philippi Piedmont Pine Grove Pineville Point Pleasant

High School Jr. HS Princeton Ravenswood Ridgeley

St. Albans High School Jr. HS

Sissonville Sophia

South Charleston-Jr. HS Sutton

Terra Alta Thomas Union Van Walton

Weirton-Weir HS Welch-Dunbar Jr. HS

Wellsburg

West Milford-Unidis HS Weston

Lincoln HS Ritchie Jr. HS Triadelphia HS Warwood HS High School

Widen Williamstown

WISCONSIN

Adams—Adams Friendship HS

Amery Amherst Antigo Jr. HS Sr. HS

Ashland—Ondossagon HS

Baldwin Baraboo High School

Jr. HS Beaver Dam Beloit

High School Cath. HS Lincoln Jr. HS

Roosevelt Jr. HS Birnamwood

Black River Falls Bloomer Boyceville Brodhead

Burlington Cambridge Cashton Cedarburg Chilton

Chippewa Falls Ir. HS

Jr. HS Sr. HS Clayton Clinton Clintonville Columbus Crivitz Cudahy

Darien—Consol. HS De Forest

De Soto
Eau Claire—Sr. HS
Edgar

Edgerton Elkhorn Ellsworth Evansville Fall River

Fennimore—Union Free HS

Fond du Lac Sr. HS St. Mary's Springs

Acad. Gillett

Glenwood City Green Bay East HS

St. Joseph's Acad. West Sr. HS

West Sr. HS
Greendale—Greendale Sch.

Green Lake Hartford Hartland Hillsboro Holcombe Hudson

Hurley-Lincoln HS

Janesville High School

High School Wisconsin Sch. for Visually Handicapped

Kaukauna Kewaunee La Crosse

Central HS
Lincoln Jr. HS
Logan HS
Ladysmith

Lake Geneva
Lake Mills
Laona
Lena
Madison
Central HS
East Sr. HS West HS
West HS
West Jr. HS
Wisconsin HS Manitowoc
Lincoln HS
Woodrow Wilson Jr.
HS Wilson Jr.
Marinette-Our Lady of
Lourdes HS
Marion
Marshfield-Sr. HS
Mayville
Medford
Melrose
Menasha
Menomonee Falls
Merrill
Jr. HS
Sr. HS
Middleton-Union Free H
Milwaukee Vocat. Sch. Bay View HS
Boys Tech. HS
Custer HS
Holy Angels Acad.
Rufus King HS
Lincoln HS
Lutheran HS
Mercy HS
Messmer HS
Milwaukee Country
Day Sch.
Milwaukee Voc. Sch.
North Division HS
Oklahoma Ave. Sch.
Peckham Jr. HS
Pius XI HS Pulaski HS
Riverside HS
St. John's Cathedral
HS Cathedral
St. Mary's Acad
Shorewood HS
South Division HS
Washington HS
West Milwaukee HS
Whitefish Bay HS
Million I Dallas

Mineral Point

Mosinee

Neenah Nekoosa-Alexander HS New London New Richmond Niagara Oconto Omro Onalaska Oostburg Orfordville Oshkosh Pewaukee Plymouth Portage Povnette Port Washington Port Wing-South Shore HS Prairie du Chien Prairie du Sac Racine William Horlick HS Henry Mitchell Jr. HS Washington Park HS Reedsville Rhinelander-Sr. HS S Rice Lake-Washington HS Hanna Richland Center Sauk City Seymour Shawano Sheboygan Central HS North HS South Side Jr. HS Sheboygan Falls South Milwaukee Sparta Spooner Stanley Stevens Point-St. Joseph Acad. Stoughton Thorp Three Lakes Tomah Valders Verona

Viola

Viroqua-Jr. HS Walworth

Waukesha-Sr. HS

Watertown

Jr. HS

Waupun

Wausau

Lyman Midwest Newcastle Pinedale Rawlins Riverton Rock Springs-Jr. HS Sheridan Shoshoni Torrington Wheatland

Sr. HS Wautoma Wauwatosa West Allis John Dewey Jr. HS Nathan Hale HS Lincoln School Westfield-Union Free HS Weyauwega Whitewater-Coll. HS Wisconsin Rapids WYOMING Big Piney Buffalo-Johnson Co. HS Casper-Natrona Co. HS Chevenne Sr. HS Johnson Jr. HS McCormick Jr. HS Cody Douglas Gillette-Campbell Co. HS Glenrock-Glenrock-Parkerston HS Green River Kemmerer Laramie-Univ. HS Lusk

U. S. TERRITORIES AND POSSESSIONS ALASKA

Anchorage Cordova Fairbanks Ketchikan Kodiak Palmer Petersburg Seward-William H. Seward HS

Sitka

t.

HS

HS

VS

AMERICAN SAMOA

Pago Pago Tutuila-HS of American Samoa

CANAL ZONE

Balboa Heights-Balboa HS

HAWAII

Hamakuapoke, Maui-Maui HS

Hilo

High School Inter. Sch. St. Joseph's HS

Honolulu Wallace Rider Farrington HS

Iolani School Kaimuki HS Maryknoll HS McKinley HS Roosevelt HS

St. Andrew Priory Kahuku, Oahu-High and Elem. Sch.

Kapaa, Kauai-High and Elem. Sch. Lahaina, Maui-Lahaina-

luna Tech. HS Lanai City, Lanai-Lanai HS

Laupahoehoe Lihue, Kauai-Kauai HS Pahala-High and Elem.

Sch.

Waialua, Oahu-HS Wailuku, Maui Henry Perrine Baldwin

HS St. Anthony Girls' Sch. Oshawa-Collegiate and

Waimea, Kauai-High and Elem. Sch. Waipahu, Oahu-HS

MARIANAS ISLAND

Mongmong, Guam-George Washington HS

PUERTO RICO

Aguadilla-Sr. HS Aguas Buenas-Academia San Alfonso Sch. Arecibo-Colegio San

Felipe Fajardo-Colegio Santiago

Apostol Hato Rev-Colegio Del

Espiritu Santo Manati-HS

Miramar-Academia Perpetuo Socorro Namjito-St. Therese HS

Rio Piedras-Colegio San Jose HS San Juan-Academia

Catolica Santurce

Academia Sagrado Corazon Robinson Sch.

VIRGIN ISLAND

St. Thomas-Ss. Peter and Paul HS

FOREIGN

CANADA

Dartmouth

Voc. Institute St. John-St. John Voc. Sch.

Willowdale-Earl Haig Collegiate Institute

CUBA

Guantanamo Bay-Naval Operating Base Sch. Havana-American Dominican Acad.

GERMANY

Bonn-Kaufmaennische Bildungsanstalten Frankfurt-Post HS Heidelberg-American HS Kaiserslautern-American HS Munich-Dependents' HS Nuremberg-Dependents' HS Stuttgart-American HS

JAPAN

Sapporo-Camp Crawford Dependent Sch. Sasebo-American HS Tokyo-American HS-Narimasu

MEXICO

Mexico-American HS Monterrey-American Sch. Foundation of Monterrey Puebla-American Sch. of Puebla Ryukyus Command Kubasaki-American HS

The Book Column

Professional Books

BEACH, F. F., and WILL, R. F. The State and Education. Washington 25, D. C.; Supt. of Doc. 1955. 183 pp. (9" x 11 3/8") \$1. This study is concerned with educational structure at the state level through which management and control of public education are exercised. It is based primarily on the compiled statutes and session laws of the 48 states and the territories of Hawaii and Alaska. These data are supplemented with information obtained from the reports of the U. S. Commissioner of Education (1867-1954), basic studies in state educational structure and organization, and recent state education surveys. A structure chart and a basic data statement were prepared for each state and sent to the state study commission member of the Council of Chief State School Officers. This material was then checked by the study commission member and verified by his chief state school officer. During the course of the study eminently qualified students of educational administration in the field give freely of their advice and counsel. Valuable suggestions were provided by all persons who reviewed the preliminary manuscript or particular chapters of it.

CLARK, KENNETH. Prejudice and Your Child. Boston 8: Beacon Press. 1955. 151 pp. \$2.50. The psychological studies behind this book were cited by the United States Supreme Court in its historic decision on desegregation to refute the standard argument that "separate-but-equal" schools are "adequate" for the full development of children. The book is factual. It is specific. It is practical. It was written to help millions of school children through their parents, teachers, school administrators: children who now face an important change in their lives during the period of transition from segregated schools. It discusses the root causes of hate and fear in children toward embers of other races—particularly between white and Negro groups. It shows at what age prejudice becomes obvious, what forms it takes, how it affects the child who hates or fears—and how it affects the child who becomes the victim of the hatred or fear.

Close consideration is given to the most recent experiences in American communities resulting from the Supreme Court desegregation decision: the strong reaction to integrated schools in Delaware, Washington, and other places. These experiences are discussed from the standpoint of the effect on the child. Many individual stories illiminate the narrative to make the study concrete instead of theoretical. These are taken from the more than 200 communities which have tried desegregation since the decision of the Court.

COCKING, W. D. As I See It. New York 11: Macmillan Co. 1955. 126 pp. \$2.50. The essays that make up this volume have been selected by his friends and editorial colleagues from the similarly titled page the author has prepared for The School Executive month by month during the past twelve years.

College and University Business Administration. Washington 6, D. C.: American Council on Education. 1955. 279 pp. \$4.50. This second and final volume of College and University Business Administration is a statement of general principles intended to provide information and guidance in all areas of business administration beyond the accounting phases and procedures covered in Volume I. Although primarily a discussion of principles and a definition of areas, Volume II points up

practical problems in such a way as to be of help to any institution in setting up its own procedures. The physical plant and the people, the facilities and the faculty—not forgetting the nonacademic personnel and the welfare of the students—insurance, investment, legal problems, and that still-growing giant of our era, sponsored research, all are discussed, and the presentation here represents the judgments of many administrators of long experience in the business management of higher institutions. The supplementary bibliography of 60 pages, listing publications since Volume I was issued, is evidence of the fact that business officers are acutely aware of their changing problems and seek exchange of experience and opinion.

The two volumes of College and University Business Administration are the result of years of study by the National Committee, assisted by representatives of the Central, Eastern, Southern, Western, and American associations of college and university business officers. In addition, the National Committee had the invaluable assistance of a committee appointed by the American Institute of Accountants especially to cooperate on this project.

DENT, H. C. Books in Your School. New York 22: Cambridge University Press. 32 E. 57th Street, N. Y. 1955. 32 pp. 50c. A British subject discusses the place of books in the life of a Britisher and shows the part played by the Minister of Education and the various persons and agencies having a part in interesting people in books and in making these books available to them. England and Wales in 1953-54 spent publicly \$320,000,000 on schools.

EDMAN, IRWIN. John Dewey. Indianapolis 7: Bobbs-Merrill Co. 1955. 322 pp. \$3.50. One can count on the fingers of one hand those twentieth-century Americans whose thought and leadership have made a decisive and permanent impact on their countrymen. Except for political figures, surely the name of John Dewey is the first one to come to mind in such a context. Whether in terms of democracy, or freedom, his concepts and ideas have been, are, and will be tremendously influential in American life and thought.

John Dewey was as American as the granite of his native Vermont. He came immediately to mind when the "Makers of the American Tradition" series was first planned. The purpose of each book in the series is to present fully but selectively those elements in the thought of a great American which represent his original contribution to our tradition and way of life. In some cases, therefore, given books in the series do not represent the whole sweep of an individual's thought, but rather special elements. This is not the case with John Dewey. The heart of his thought is so intrinsically American that the author, in shaping this book, has been able to present the most salient features of John Dewey's philosophy as well as his particular contribution to American culture. For these are, in his case, one and the same. In a very real sense this book on John Dewey is one of the cornerstones of the "Makers of the American Tradition" series.

Education, An Investment in America's Future. Washington 6, D.C.: American Association of School Administration, 1201 16th Street, N. W. 1955. 303 pp. \$2.50. This is the official proceedings of the 81st Annual Convention of the AASA held in three areas: St. Louis, February 26 to March 2; Denver 12-16; and Cleveland, April 2-6, 1955. It includes the 16 papers presented at the general sessions, the greetings from individuals and organizations, introduction and award speeches, and the business proceedings of the meeting.

EDWARDS, NEWTON. The Courts and the Public Schools. Chicago 37: University of Chicago Press. 1955. 622 pp. \$10. This major revision of a long popular and respected work is prompted by the increasing amount of litigation in-

volving public schools in recent years. By the addition of much new material, including whole new chapters and by a thorough reworking of all other sections, the author has incorporated the important decisions of higher state and Federal courts that have redefined the dynamic relationship among the public schools, society, and the state during the last two decades.

As in the first edition, the author's purpose is to make clear the basic principles underlying state-school relationships and to reduce to systematic organization the fundamentals of case and common law applicable to school administration. In concise, nontechnical language, he presents all those points of law pertinent to educational institutions. Such problems as tort liability, the employment and dismissal of teachers, religion in the schools, and conflicts of power between school corporations and municipalities are covered in meaningful detail. This book will prove indispensable to school superintendents, principals, and boards of education as well as to students and teachers of school law.

HAAS, K. B., and PACKER, H. Q. Preparation and Use of Audio-Visual Aids, 3rd ed. New York 11: Prentice Hall. 1955. 395 pp. \$5. Chapter 1, "Motion Pictures," Chapter 2, "Discussional Filmstrip and Sound Slidefilm," Chapter 3, "Teaching Slides," and Chapter 4, "Opaque and Overhead Projection," have been revised in the light of new advances in audio-visual equipment and its use in the classroom. Material on adding sound to home-made films has been included in Chapter 1; instructions for using the tachistoscope to improve reading, spelling, and mathematical ability and to facilitate visual memory and visual responses have been added to Chapter 2; and Chapter 4 has been enlarged to include the use of the "overhead" projector as well as the opaque projector. Chapter 6 has been expanded to include not only the use of flash cards in the classroom but also techniques relating to the flannel board. Chapter 8, "Pictures and Photographs," Chapter 11, "Audio-Visual Laboratory, and Chapter 13, "Radio, Recording, and Playback Equipment," have had important new material added; and Chapter 14, "Television," has been completely rewritten and modernized in line with recent developments. All sources of audio-visual aids-including motion pictures, filmstrips, sound slidefilms, slides, radio, recording and projection equipment, and other materials and equipment-have been brought up to date and arranged in easy-to-find order in the appendices. Many new and helpful illustrations have also been included.

Handbook of Private Schools. Boston: Porter Sargent, 11 Beacon Street. 1955. 1264 pp. \$8.00. Private schools enroll more than 10 per cent of all school-age children in the United States. The one complete, definitive, and up-to-date directory to private boarding and day facilities is this annual Handbook of Private Schools. This new edition provides the latest information on increased tuition costs, enrollment, 1954 college entrance records, and full data essential to parents and advisers, for more than 3,200 leading private schools. The Wilson Library Bulletin says that the annual Handbook is "outstanding for its inclusiveness." School people and parents find this the bible on private schools. This new edition contains unique, helpful features, including a who's who of school administrators; listings of educational and vocational guidance agencies; and an introduction of current topics.

HORKHEIMER, M. F., and DIFFOR, J. W. Compilers and editors. Educators Guide to Free Films, 15th ed. Randolph, Wisconsin: Educators Progress Service. 1955. 601 pp. \$6.00. This fifteenth annual edition is a professional, cyclopedic service on multisensory learning aids. It will enable schools to bring to the boys and girls many experiences unavailable by any other means. This edition replaces all volumes and supplements which have preceded it. It is a complete, up-

to-date, annotated schedule of free films, within the covers of a single book. Many films "rented" to schools by other agencies are free from sources in this Film Guide.

For educational as well as financial reasons, free films from industrial, government, and philanthropic organizations have rendered and continue to render a valuable contribution to the curriculum. Dr. John Guy Fowlkes adds another to his popular series of significant articles on contributions of free films to education. We urge you to review his new article, "Good Fortune—Opportunity and Obligation."

This edition lists 3,069 titles of films, 732 of which were not listed in the previous edition. All new titles are starred (*). For fifteen straight years, the Guide has grown—from 102 pages, listing 671 titles, to this 591-page volume of 3,069 titles. Perhaps of equal significance, the improvement in the quality of free films has paralleled the increase in the number offered. This Guide provides rich supplementary visual materials at a minimum cost.

HURLOCK, E. B. Adolescent Development, 2nd ed. New York 36: McGraw-Hill Book Co. 1955. 590 pp. \$6. The period of adolescence and its importance to man's development is thoroughly discussed in this revision. As in the previous edition, it covers all aspects of development-physical, mental, social, and emotional. Individual differences in behavior are stressed with emphasis on the effect of cultural influences as a dominant determinant of individual behavior. Throughout the book, emphasis is placed on the importance of childhood as a foundation for the adolescent period. Much of the old material has been eliminated or shortened to make way for a report of the many newer studies. Because such a tremendous amount of work has been done in the field during recent years, no attempt is made to report any one study in detail. Rather the results of as many newer studies as possible are given and then summarized. The family relationships of the adolescent are explored with particular emphasis on the effects of these relationships on the young person's behavior outside the home. Many new graphs and several new illustrations have been added. A new set of objective tests for use with this second edition is in press. Three new text-films will supplement the five already available.

KELLER, F. J. The Comprehensive High School. New York 16: Harper Brothers. 1955. 320 pp. \$4. The growing recognition across the country of the need for high schools to organize along comprehensive rather than specialized vocational, commercial, or academic lines gives special timeliness to this study. Not all communities are necessarily best served by a comprehensive high school; and few schools now exist that embody the ideals of comprehensiveness in their entirety. But its desirable features appear increasingly, and the author analyzes these features, describing specific schools where they can be found.

This book, by the principle of the Metropolitan Vocational High School in New York, is based on a prolonged field study, supplemented by wide reading in the literature of education which provides a rich frame of reference. It should be of valuable help to all school systems—school boards, superintendents, and principals—concerned with broadening their curricular and guidance programs toward comprehensive opportunities for students with varying needs and interests.

MOORE, LOUISE. Girls' and Women's Occupations. Washington 25, D. C.: Superintendent of Documents. 1955. 105 pp. 35c. This bibliography covers the period July 1, 1948, to September 1, 1954. Included are references to occupations in which women predominate, according to the census, and publications about women's opportunities in occupations in which they form a minority. The bibliography is selective, although the literature available in Washington was examined as completely as possible. It includes only references to books, periodical articles, and

pamphlets published in the United States. Job analyses and descriptions of courses of instruction are excluded.

All references to each occupation described in any of the publications reviewed will be found under the name of the occupation in the Occupational Information Index, pages 85 to 92. References to other subjects pertaining to work of women and girls are grouped under various headings in the subject index, pages 91 to 92. Books in which many occupations are described will also be found in the subject index. A list of authors and a directory of publishers are also included. Most of the publications listed can be found in school libraries and in city libraries. Usually those not locally available can be borrowed from the extension division of the state library at the Capital.

Prices are those listed at the time of publication. The current price should be checked, since changes have been frequent during the years covered in the bibliography. The bibliography includes: descriptions of occupations addressed particularly to girls and women; descriptions of occupations in which women predominate according to the census or other statistics; references for girls and women offering suggestions about planning for work, obtaining employment, and succeeding in their chosen fields; biographies and autobiographies of women identified with particular occupations; fiction, showing in story form preparation for work and success in the fields of interest to girls and women; directories of schools and colleges open to women and of institutions offering training in occupations followed by women; information about student and scholarship aid available to girls and women, particularly to those interested in specified occupations; descriptions of training opportunities open to girls and women; a discussion of vocational guidance principles particularly applicable to girls and women, with some references to general guidance principles; surveys of hours and wages of girls and women in particular occupations and of attitudes toward work and training; a discussion of women's status, of popular attitudes toward women and their work, and of legislation about women; information about particular problems of women-discrimination, work for the older woman, status of married women, of Negro women, and of handicapped women; and bibliographies and references of interest to girls and women considering occupations.

NATIONAL MANPOWER COUNCIL. A Policy for Skilled Manpower. New York 27: Columbia University Press. 1954. 315 pp. This book is a statement by the council with facts and issues prepared by the research staff. It is the fourth publication of the Council. Its first study, Student Deferment and National Manpower Policy, appeared in April, 1952; the second A Policy for Scientific and Professional Manpower in May, 1953; and the third, Proceedings of a Conference on the Utilization of Scientific and Professional Manpower, in March, 1954. This present volume is the deliberations of a group of 66 experts who were brought together in October, 1953, at Columbia University for a five-day meeting on this problem. The Council sets up five major long-range objectives that they believe must be pursued if we are to strengthen the nation's resources of skilled workers and technicians.

OHLSEN, M. M. Guidance: An Introduction. New York 17: Harcourt, Brace and Co. 1955. 448 pp. \$4.50. To the end that guidance services should help the student understand his problems and find socially acceptable solutions for them, the teacher, counselor, and administrator must be skilled in appropriate techniques of guidance. But a text for the first course in guidance must meet many demands, depending on the various goals of students. This book, therefore, has been written for the terminal student who must grasp the essentials of guidance in this one course, for the student who will later specialize in guidance, and for the educa-

tional worker who must have at hand immediate, practical information about guidance.

Educational work demands knowledge of the characteristics, motives, and backgrounds of pupils as well as skill in guidance. As the author sets them forth, the principles of child study are related to human needs, and the skills in guidance are intended to help the child to satisfy these needs. The author also reveals how the background and needs of the teacher, counselor, or administrator can influence and limit the application of these skills.

Problems of discipline often disrupt relations between counselors and teachers or administrators. Skills in teaching, counseling and administration, attention to the needs of the pupil, and good discipline are inadequate unless they are parts of organized relationships within the school. The permissive atmosphere of the counseling office frequently contrasts with the more directive one of the classroom, for counselors and teachers have different responsibilities toward pupils. The author examines these relationships with extreme care and shows how careful co-operative planning can produce a systematic assignment of roles and responsibilities.

Examples of procedures, case studies, and techniques drawn from both elementary and high schools help teachers to understand guidance as a function of education at all levels. Provocative case studies, stimulating discussion questions, suggested films and references occur at strategic intervals in a text which has been tried and proven by the author in his classroom.

SNOW, R. H. Community Adult Education. New York 16: G. P. Putnam's Sons. 1955. 170 pp. This book is offered as a guide for those who supply leadership to adult education activities on both operating and supervisory levels. It suggests methods for appraising community needs, for marshalling resources and organizing for effective action. It is the work of an author who has lived through every phase of a developing program where he was called upon to face a variety of problems known so well to all who labor in this growing area of continued education for adult minds. Community leaders; persons active in civic, fraternal, or religious groups, those associated with health or social welfare agencies; those responsible for training in business, industry, or labor organizations will find this book extremely helpful as they seek to discover new goals or improve existing programs.

THORNDIKE, R. L. and HAGEN, ELIZABETH. Measurement and Evaluation in Psychology and Education. New York 16: John Wiley & Sons, Inc. 1955. 583 pp. \$5.50. Developed in a course at Teachers College, Columbia University, this book stresses the objectives of testing rather than the mechanics. Its authors stress the fact that tests lead to inferences rather than absolute conclusions. Their approach is from the viewpoint that the function of testing is guidance. Their treatment is based on a sound analysis of the underlying logical and methodological issues.

In addition to outlining the central role of identifying and defining objectives in the construction and evaluation of tests, the book offers a guide to the location of specific tests and information on both tests and testing problems. Using specific tests as illustrations, it gives a critical appraisal of the major methods of evaluating intelligence, aptitudes, achievements, and personality.

The work is primarily intended as a text for general introductory courses in educational measurement or in psychological measurement. In addition, it offers features of interest to the specialist in a number of fields for teachers, it emphasizes the practical use of testing procedures in school and presents chapters on in-

telligence and achievement tests, testing programs, teacher-made tests, and marks and marking; for counselors and guidance workers, it provides a general background on testing and specific material on aptitude tests, methods of personality appraisal, and the use of tests in counseling; and for psychologists and education as psychologists, it presents a discussion of the basic factors in evaluating tests, material on aptitude and personality tests, and discussions of the use of tests in schools and industry.

United States Government Organization Manual, 1955-56. Washington 25, D. C.: Supt. of Doc. 1955. 774 pp. \$1. The manual is the official organization handbook of the Federal government. It contains sections descriptive of the agencies in the legislative, judicial, and executive branches. Supplemental information following these sections includes (1) brief descriptions of quasi-official agencies and selected international organizations, (2) charts of the more complex agencies, and (3) appendixes relating to abolished or transferred agencies, to governmental publications, and to certain ancillary material. It is published annually by the Federal Register Division, National Archives and Records Service, General Services Administration, as a special edition of the Federal Register.

VALENTINE, C. W. Parents and Children. New York 16: Philosophical Library. 1955. 224 pp. \$3.75. This book deals with the earliest problems of children feeding, weaning, sleep, etc.; it then goes on to early discipline, first school difficulties, and adolescence. The great individual differences in children, frequently in the same family, are stressed, so that parents will not be so ready to imagine behavior to be abnormal. It also seeks to help parents to understand themselves in their attitude towards their children. As teachers, social and religious workers, children's welfare officers and nurses are nowadays increasingly brought into touch with parents and discuss with them the upbringing of their children, this book should be of use to these groups as well as to parents themselves.

WHITNEY, F. P. The Changing High School. New York 16: Exposition Press. 1955. 174 pp. \$3.50. In this book, the author surveys and analyzes contemporary problems of the secondary school. He discusses these problems frankly with the idea of delving into them so that things that are wrong can be discovered and efforts then made to correct them upon the basis of the real aims of education. These aims, he holds, are to establish positively and constructively, life patterns and social values.

At the conclusion of Chapter I, the author writes: "In schools and colleges lies the ultimate defense of the democratic way of life. In the last analysis that defense may lie not so much in the minds as in the hearts of youth. Obviously planning and operating such a school as here indicated requires the highest type of human engineering. Teaching in such a school demands something infinitely beyond recitation hearing and rote learning and repetitive drill. Difficult? To be sure. The question, however, is not how difficult but how necessary such a school may be. If it is necessary, it is possible."

In this age of rapid changes, the author answers the call of concerned and thinking people for secondary education to restate its aims and to recognize the urgency of revising its procedures to meet the new demands on the coming generation. He meets the challenge head on, and, in so doing, not only emerges as a powerful and authoritative spokesman for the secondary-school system, but also succeeds in presenting education as the thrilling adventure it is. In the pages of this forthright, practical volume, the parent and teacher will glean a better understanding of what specifically makes for better schools—the elements, in the end result,

which cultivate the character and raise the standards of our youth, the backbone of our nation.

WILES, KIMBALL. Supervision for Better Schools 2nd ed. New York 11: Prentice-Hall, Inc. 1955. 415 pp. \$4.00 In this second edition the author has made extensive revision not by revising some of the basic principles but rather by providing additional materials to clarify and to enlarge their meanings so that misinterpretations will be less likely. He has also brought the bibliography up to date. He has attempted to present in the book applications of a philosophy of creative leadership to educational administration and supervision. In it he recognizes the creative character of human organism by interpreting education as a creative thing and by presenting supervision as the release of the creative talents of teachers, pupils, and people of the community. He not only presents philosophical concepts, but also applies them in the major areas of leadership activities.

Books for Pupil-Teacher Use

ABBOTT, R. T. Introducing Sea Shells. New York 3: D. Van Nostrand Co. 1955. 68 pp. Shell collecting is one of the important hobbies of people in America today. From collecting along sandy beaches and rocky shores—where most shells are found—to entertaining hours of home cataloging and care, year 'round fun and enjoyment can be had with the help of this unique guide. Here is unfolded the exciting history of sea shells, their habits, their use as money by the Indians, as decoration, and as the source of the royal purple dye of ancient times. There is information on just where, how, and with what simple equipment you can hunt your own shells; how to prepare the shells you obtain, clean them and keep them. An important feature of the book is the beautiful color plates and graphic sketches of life activities in the mollusk world that vividly picture many of the varities discussed.

ADAMS, S. H. Grandfather Stories. New York 22: Random House. 1955. 320 pp. \$3.50. To his romantic novels of Upper New York State, when "Governor Clinton's Ditch" was queen of commerce, is joyfully added this collection of tales which Mr. Adams first heard in childhood from his grandfather, that ageing dignitary whose memories were vigorous, if mellow. These anecdotes, spanning the towns and hamlets of the old Erie Canal, range broadly from lusty tales of the "canawlers" themselves to the gracious, leisured living of Rochester's Third Ward. They tell of infant days of baseball, of Mr. Montague's first detachable collar, of witchcraft on the water, of a young gentleman named Eastman who peddled a strange photographic idea—something with an Eskimo—sounding name. From Troy to Buffalo we travel with Grandfather through the racy atmosphere of archaic saloons, of the homes of the gentry, and of much that lay between. We meet literary lights and charlatans; roustabouts and body-snatchers; members of the Underground Railroad; and daring performers like Sam Patch.

ADAMSKI, GEORGE. Inside the Space Ships. New York 16: Abelard-Schuman. 1955. 256 pp. \$3.50. This is the author's own story of what has happened to him since then. It begins with his first meeting, a few months later, with a second man from another world—his first meeting with one who speaks to him. This second visitor brings him to a Venusian Scout (flying saucer) and this, in turn, brings him to a mother ship. Later he is conveyed in both a Saturnian Scout and a Saturnian mother ship. The author tells us what transpires in these space craft and what the men and women from other worlds have told him.

The author's photographs of flying saucers, originally published in Flying Saucers Have Landed, have since become world-famous as other witnesses in other parts of the world have succeeded in taking photographs identical with his. Now, however, in Inside the Space Ships, the author gives us 16 photographs and illustrations, no longer of Scouts (flying saucers) mostly, but of great space ships from which they are launched. The main group of these photographs was taken in April, 1955, and neither the photographs nor a description of them has ever been published before.

ANDERSON, E. P. Audel's Radiomans Guide. New York 10: Theodore Audel and Co., Publishers, 49 West 23rd St. 1955. 1,082 pp. \$4. This volume covers the theory of construction and servicing of radios, and also television and electronics. The book is composed of 44 chapters based on principles and the various parts of the radio and TV. It is completely indexed so as to make it easy for the reader to locate quickly information about any particular subject; for example, batteries, rectifiers, vacuum tubes, loud speakers, house and automobile antennas for radio and TV, automatic record changers, radio beacons, radio testing, TV picture tubes, photo-electric cells, and radar fundamentals.

The author bases the writing of this book upon the principle that radio equipment cannot be serviced or maintained by any predetermined set of rules or formulae, but it is necessary rather to understand the principles of electricity, radio, and sound. The main object throughout has been to present as briefly and clearly as possible a progressively arranged treatise with special emphasis on the fundamentals of radio,

upon which all knowledge necessarily rests.

In view of the importance of radio in the field of air and marine transportation, several chapters dealing with marine and aircraft communications as well as the principles of the automatic alarm and the radio compass have been included. This book has over 400 illustrations and diagrams to explain the text and as a result it should be of utmost service, not only to the student and radio-electrician, but also to anyone who wishes to be informed on this important field of science.

ANDREWS, M. E. Lanterns Aloft. New York 3: Longmans, Green and Co. 1955. 212 pp. \$2.75. Two boys, Bob Pennington and his friend Jeremy, feel the war has gone on long enough without their aid. It is 1813, and they are eager to help rout the enemy fleet threatening Saint Michaels, Maryland. They try to enlist in the militia but there are no openings for drummer boys to which rank their youth restricts them. It is a dangerous time on the Eastern Shore of Maryland. As the British sail the Bay at will, the threat to Saint Michaels' shipyard grows. Finally, Bob is allowed to sail his father's sentinel schooner, watching the Chesapeake Bay approaches to the town, and Jeremy serves as a scout on his father's bayside farm.

The Penningtons befriended Edith Lang, a refugee from Poplar Island. Later she is suspected of helping a stranger believed to be a traitor. That the man is one, Bob finds out the hard way. The danger increases and Captain Pennington sends Bob off to safety with the women and younger children. Bob rebels and returns to Saint Michaels. In Bob's idea for protecting his home, the General sees a way that may save the entire town. Weather aiding, the ruse is successful. Edith is exonerated and Bob's faith in her is justified. Best of all, Bob is now treated as a man.

ANGELL, POLLY. Pat and the Iron Horse. New York 3: Aladdin Books. 1955. 192 pp. \$1.75. In Ireland, in the 1840's, the potato blight had once again ruined the crops, and with no work to be had, famine and starvation faced the desperate people. So, when Barney's cousin wrote that plenty of good food, work, and high wages were available in America, it is not surprising that it was "off for

America" for Barney and his friend Pat. After a long and difficult voyage in the dark steerage of a sailing vessel, Pat felt that he had indeed reached "heaven for sure" when he found a railroad contractor waiting for him with a job. How he and the other "outsiders"—Germans as well as Irish—found a new life on the banks of the Erie Canal is a heart-warming, amusing, and honest story of these immigrants, whose labor made possible the building of America's canals and railroads.

BENARY ISBERT, MARGOT. The Wicket Enchantment. New York 17: Harcourt, Brace and Co. 1955. 181 pp. \$2.50. Life in the old cathedral town of Vogelsang had gone on peacefully for many years, and life for Anemone and her father had always been a happy one. But strange and disturbing things began to happen. One of the cathedral statues of a foolish virgin disappeared, and also the figure of the gargoyle that spouted above it. The mayor dismissed three of the town's most respected councilors, blaming them for the disappearance. And Anemone, with her dog Winnie, ran away from home—driven to it by the mean house-keeper and her horrid son who had made life miserable for Anemone ever since father befriended them and took them in.

BENTEL, P. B. I'll Know My Love. New York 3: Longmans, Green and Co. 1955. 218 pp. \$3. At the outbreak of Finland's war with Russia, Sirkka Raita is happily dreaming of becoming an actress. One dream, even two dreams, do not look strong enough to outlast the war. Yet Sirkka and her brother Jaako hold fast to theirs, made on Midsummer Night, through separations, looses, and adjustments of an unsettled peace. The Winter War wiped out her home, her father fell defending the city, and when Viipuri is lost, Sirkka, her mother, and brother become refugees seeking a new home in Helsinki.

In a relief package sent by a family in Ohio, Sirkka receives a copy of The Adventures of Tom Sawyer. It is the beginning of wonderful things for her. Determinedly, she prepares herself for the opportunity she is certain will come some day. She studies acting, makes a name for herself on the stage, and keeps her dream always before her. Through "Mother Anna" in Ohio she receives a scholar-ship to a dramatic school, and comes to America. Here everything seems wonderful, she finds friends more kind and generous than she had dreamed possible, and there is a real future for her on the American stage. There is also romance. And then Sirkka must decide—has she found her true love? Young readers will enjoy reading I'll Know My Love to find out.

BESTOR, A. E.; MEARNS, D. C. and DANIELS, JONATHAN. Three Presidents and Their Books. Urbana: University of Illinois Press. 1955. 141 pp. \$2.50. Most American presidents have been avid book readers. And what they have read has to a considerable extent shaped their beliefs. Thus it is that the authors of this book take an analytical look into the libraries of three outstanding presidents; Jefferson, Lincoln, and Franklin D. Roosevelt.

Jefferson was by all odds one of the most bookish of the presidents. He began to build a superb library at an early age. Throughout his life, he was in constant touch with scholars and booksellers both here and abroad. Few books were published that escaped his attention. His reading exerted a direct and discernible influence on his ideas. Often the influence was negative.

Lincoln did not read widely, but what he read he absorbed thoroughly. Herndon said that "He read less and thought more than any man in his sphere in America." Mr. Mearns is particularly interested in the widely conflicting accounts of when,

where, and by whom Lincoln was taught to read. Numerous persons have claimed the honor; to compare the validity of their claims is a task that he sets for himself here.

When Roosevelt was asked what books should be sent to the soldiers during World War II, he replied, "Anything but algebras." Not only were his tastes electric; he never threw a book away, for the sheer size of his library appealed to him. The author concludes his warm anecdotal essay by observing that: "The essential book, whether mound in vellum or cardboard, produced by a pulp writer or a philosopher, is the book which meets the needs of a man." That is never so true as in the case of a president of the United States.

BLACKBURN, E. H. One Bit of Land. New York 3: Aladdin Books. 1955. 192 pp. \$1.75. From the very first "Hey, you in there! Get out! Levee's busted!" to the closing lines "Look, isn't the Valley wonderful?" the story of how Paco and his enchanting family make a go of their farm, and their final acceptance by their neighbors, makes exciting reading. Paco's Mexican grandfather had farmed the desert long before irrigation had turned the Imperial Valley of California into a garden spot. He had thought of Yankee immigrants as "interlopers" but, when the Gomez family came back to farm their inherited "bit of land," they were called interlopers.

BLOCH-MICHEL, JEAN. The Flight into Egypt. New York 17: Charles Scribner's Sons. 1955. 215 pp. \$3.00. This story records the intimate day-by-day life of a closely knit family of four during a period of nearly two years spent in enforced isolation from the rest of mankind. When Pierre and Yvonne, and their two children. Antoine and Marie, after many perils and vicissitudes—the bombing of the little town in which they had lived, the flight along crowded roads with other refugees, the harassments of the occupying invader-find themselves escaped at last and safely hidden, on the other side of the mountains, in a valley whose inhabitants have been deported, a new and amazing experience awaits them. During the long trek, little Marguerite, the youngest, has been lost. The remaining members of the small family, drawn together even more closely by this common sorrow, and cut off from the world of men, are confronted with the problem of survival by their own unaided efforts. But problems even more fundamental confront them-those having to do with the human spirit suddenly deprived of its normal human associations. It soon becomes clear to each that even the love they bear one another is not going to be enough.

BOSTON, L. M. The Children of Green Knowe. New York 17: Harcourt, Brace and Co. 1955. 157 pp. \$2.75. A small boy, called Tolly for short, comes to stay with his great-grandmother in an old house which, when he reaches it, is swimming in the winter floods life an ark. He lands at the door from a boat, and as soon as he steps over the threshold to meet the great-grandmother he has never seen, delightful mysteries begin to happen. Is Tolly, perhaps, not alone in the house with his great-grandmother? Over the great fireplace hangs a picture of three children who grew up at Green Knowe in the seventeenth century. His great-grandmother tells Tolly stories about them: of Toby and his pony Feste—of Linnet—of Alexander and his flute. He finds their play things hidden here and there: thinks he sees them, hears them, outside his window, playing in the garden.

BOUCHER, ANTHONY. Far and Away. New York 18; Ballatine Books. 1955. 166 pp. Paperbound 35c. Hardbound \$2.00. This book is composed of 11 stories of fantasy and science fiction.

BOWIE, W. R. The Story of the Church. Nashville 2: Abingdon-Cokesbury Press. 1955. 208 pp. \$2.95. In brilliant pageantry, the Church's long story—from the time of Christ to the present day—sweeps across these pages. As the heroes of the Church come to glowing life, the indestructible spirit of Christianity shines forth. With the scholar's sure grasp of facts and the accomplished storyteller's vivid use of detail, Dr. Bowie offers every Christian a better understanding of his glorious heritage. He dipicts unforgettably the scenes which were mileposts in the Church's story, swiftly filling in the necessary connecting links.

Readers will thrill to the significance of such events as a little group of discouraged men praying in a certain upper room, a mighty pagan emperor entering battle with a prayer to the Christians' God, an English monk sturdily swinging an ax into a sacred German oak, a once-proud king waiting barefoot and humble in the snow, a fastidious young man kissing a leper, a patient prisoner laboring fourteen years upon a book, or a poor cobbler with a daring dream, working with a map spread out before him.

BROMFIELD, LOUIS. From My Experience. New York 16: Harper and Brothers. 1955. 355 pp. \$4. "This new book," the author says, "is concerned with many things—with soil and livestock, with chemistry and nutrition, with religion and human relationships, and above all with the richness that is born of country living. I have been closely associated with agriculture the whole of my life. During the past fifteen years these things have become very nearly the whole of my life. I know that living on a farm is not all 'beer and skittles,' but has as well its times of defeat, discouragement, anxiety and disappointment. This book is largely a record of all those things—of the achievements of which we at Malabar are proud and the failures which have been disappointing, but from which we have always learned something."

CADELL, ELIZABETH. The Lark Shall Sing. New York 16: William Morrow & Company, Inc. 1955. 224 pp. \$3.00. The six Waynes, with no parents to guide them, are six violent individuals ranging in age from nine to twenty-four. Head of the household is Lucille, redheaded, forceful, determined to make this family a going concern. As a year's experiment, Lucille parcels everyone out, while she herself takes a job as companion to an old lady. Eleven-year-old Simon and nine-year-old Julie are popped into convent school. Nicholas is finishing off his army service, and gentle, whimsical Roselle is making a muddle of being a secretary.

Sudden news from Lucille throws all the other Waynes into an uproar and precipitates a sensational family reunion. Converging on Lucille by bus, foot, and bike, they proceed to shatter one of her dreams and help her start another. Young and unexpected love paves some of the way; an Italian Fuller brush man and a retired school matron add a bit; and the indomitable small-fry clean up what's left. This is plain good fun for everyone who'd rather laugh than cry.

CASEY, R. G. Friends and Neighbors. East Lansing: Michigan State. 1955. 189 pp. \$3.00. The main theme of this book is, of course, Australia's position in the world of today—a position which links her closely with the United States. This does not mean, however, that Australian policy is to sit back and let the United States take all the initiative of the Cold War. Far from it. The Australians have more than played their part, both in the military and diplomatic sides of the struggle, and this book details that part in a quiet and restrained manner.

The author begins his book with a survey of Australia's outlook on the world of today and an explanation of her foreign policy "as a member of the British Commonwealth of Nations and an ally of the United States." He then proceeds with an

examination of the cold war and the troubles with which the Free Nations are confronted in Asia and the necessity for collective security in that area. As part of collective security, he examines in detail both the Anzus and Manila Treaties, to which both the United States and Australia are signatories.

The book contains a most interesting and informative chapter on the Columbo Plan, which may best be described as the British Commonwealth "Marshall Plan," to help the less-developed countries of Southeast Asia and the workings of the South Pacific Commission, an international body designed to help the three million native people who inhabit the many scattered islands of the South Pacific.

CHASTAIN, M. L. Fripsey Fun. New York 17: Harcourt, Brace and Co. 1955. 198 pp. \$2.75. In this lively new story, Patty Fripsey and Marcy, her best friend next-door, joined the rest of the family in turning musical. Like all Fripsey undertakings, this was bound to be spectacular. The seven older children and Marcy started learning to play recorders—Elizabethan instruments with a charming sound, that is when played correctly. At their first attempts even the cat, General Custer, agreed with caustic Aunt Partridge about the results. But by Christmas the Fripsey Fluters, as they called themselves, were tuneful enough to provide a wonderful touch to the holiday pageant. And what a Christmas it was! Mr. and Mrs. Fripsey had decided to spend a real old-fashioned one with cousins in the country, and to the children's surprise and delight that meant not only deep snow, skating, and sleigh rides but also helping to cook a thirty-pound turkey with all the trimmings.

CHESHIRE, G. P. River of Gold. New York 3: Aladdin Books. 1955. 192 pp. \$1.75. Against the background of the colorful California gold rush period, this story of the opening of the rich Willamette Valley of Oregon and the part played by the pioneer homesteaders is filled with fast moving action, drama, and a bit of romance. Boys and girls will thrill to Boon's courage, and be moved to despair by the treachery of the trader Moss Hartman. The author's characters are drawn from actual records of homesteaders who crossed the Immigrant Trail with Marcus Whitman or came by Clipper ship.

CLUFF, TOM. Minutemen of the Sea. Chicago 7: Follett. 1955. 223 pp. \$2.95. Sixteen-year-old Joe O'Brien, with his father and brothers, joined the crowd gathered in Burnham's Tavern. Every man in Machias Township over the age of fifteen was there to hear the news brought by a traveler from Boston. The Maine men listened to the story of the turmoil in Boston, of rebellion against the King's power, of the embattled farmers of Lexington and Concord. The O'Briens, along with the other Machias men, considered themselves loyal subjects of the King. But they had their own grievances against His Majesty's government, not the least of which was the appropriation of all standing trees of size in the forests for the exclusive use of the Royal Navy.

When a vote is taken, the Maine men stand with the Boston Patriots against tyranny. Under the leadership of Captain Jeremiah O'Brien, a group of peacefully inclined farmers, fishermen, and woodsmen go forth against the King's armed might to fight for their rights. On board their ship, the *Unity*, are two stowaways, Joe O'Brien and his seventeen-year-old brother, Dennis—too young to be permitted to join the volunteers, but still determined to share in the fight. Armed only with clubs, axes, forks, and scythes, the men of Machias capture His Majesty's cutter *Margarett*.

COLLIER, EDMUND. King of the Clippers. New York 3: Aladdin Books. 1955. 192 pp. \$1.75. John Lincoln came from a family of New England fishermen

and sailors. At eighteen he had commanded a small vessel, the *Hobart*, but his great longing was to command one of the great clipper ships that were beginning to make sailing history from Boston to Bombay. So, when he found that there was no officer's berth for him aboard Donald Kay's beautiful clipper, Sea King, he signed on as a common sailor before the mast. But right from the start the first mate seemed to take an active dislike to John. What lay behind the hatred is only part of the fast-moving authoritative sage of the deep sea. The race from Cape Horn to San Francisco in the Gold Rush days; the voyage to China to pick up the first of the season's tea; the successful struggle to save the *Sea King* from sabotage; and, the triumphant return to Boston harbor is a story that will be read with avid interest by all who love the sea.

COUCH, M. T. Party Cook Book. San Antonio, Texas: The Naylor Company, 918 N. St. Marys Street, Box 1838. 1955. 85 pp. \$2.00. This is a cook book which stresses plain and fancy foods for serving at parties. Here are many old recipes of the South that have been handed down for generations in the same families. Interspersed with the recipes are wise suggestions and sayings which too have been handed down. Following the party recipes is a special section on patry ideas with suggestions for a party for each month of the year.

DANE, CLEMENCE. The Flower Girls. New York 3: W. W. Norton & Co., Inc. 1955. 639 pp. \$4.95. As one critic puts it, here is a "big bustling glory of a novel" about the colorful and dramatic Floristers—first family of the English theater. Crowded with dramatic and romantic men and women, its setting ranges from the legends of ancient England to tales of Broadway. Through it all moves from Convent Garden to Hollywood, its themes the young Hollywood star, Jacy Florister, English by birth, American by upbringing. His own story is also the story of his discovery of England, and of the wonderfully outrageous and creative family of his unknown father, and especially of the strange and seductive Olive.

DOUGLASS, E. P. Rebels and Democrats. Chapel Hill: The University of North Carolina Press. 1955. 384 pp. \$5.00. This is the story of an attempted revolution within a revolution. While the American colonists strove to break the tie with England, a less privileged group within the Revolutionary ranks was determined to obtain equal political rights for all adult males and a government in which the will of the majority of citizens would be the ultimate authority. The farmers and artisans saw the Revolution not as an end in itself but as a means of building a new society upon truly democratic lines, and they demanded that certain democratic reforms be written into the new state constitutions. The men of substance had no relish for schemes which might threaten their rule, disturb the existing social system, or alter the distribution of wealth. Although sincerely devoted to the cause of liberty, they opposed complete political equality, fearing that majority rule offered as dangerous a threat as did the despotism of the crown. So, as the Whig leaders battled British tyranny, they strove to construct state governments weighted with checks and balances to frustrate the power-hungry humbler rebels.

For the most part the Whigs were successful in suppressing what they regarded as incipient social revolution, but in three states—North Carolina, Massachusetts, and Pennsylvania—the reformers scored advances. Although the movement in North Carolina did little except formulate comprehensive protest against privilege, in Massachusetts it produced a catalogue of specific reforms and in Pennsylvania it led to the formation of a democratic constitution and a dominant democratic party.

DOWNER, A. S. The Art of the Play. New York 17: Henry Holt and Co. 1955. 451 pp. \$6. This book is a combination of anthology and text, integrated and

analyzed to enable the reader to understand, appreciate, and enjoy good theater. It includes complete texts of Ibsen's Ghosts, Shakespeare's Anthony and Cleopatra, Chekhov's The Sea Gull, O'Neill's The Emperor Jones, Aeschylus' Prometheus Bound, Lope de Vega's Fuente Ovejuna, and others. The substance of the book is an analysis and discussion of the many phases of each of these dramas as they apply to the living theater. The author treats drama as an individual art form, with its own problems and solutions. But he also approaches his subject dually: drama as literature, plays as theatrical entertainment. He includes a wealth of material concerning what he calls "the playwright's tools;" i.e., physical setting—stage, equipment, auditorium. He deals at length with stage directions, scene divisions, exposition and action, and climaxes. He makes a number of observations on the player in relation to the playwright, upon choruses and prologues.

DU MARS, M. R. Seeds of the Nation. New York 16: Exposition Press, Inc. 1955. 215 pp. \$3.50. This is the story of men's fears and hopes, their joys and tragedies, their courage in the face of adversity, and of how they met the momentous, soul-searching challenge of opening and developing a new territory. The story begins in Mississippi during the chaotic post-Civil-War period. Tom and Helen Meriwether, an impoverished couple once possessed of wealth, try to make a new start in Mississippi, but the times are hard. With his devoted wife and newborn son, Tom decides to try his fortune in California, but conditions there are no better, and so the Meriwethers return to Mississippi. After struggling futilely to make ends meet by farming, Tom again decides to pick up stakes and search for new opportunities elsewhere. The Meriwethers migrate to Texas, taking with them Tom's mother and several faithful ex-slaves, whom they will not desert. With determination, perseverance, and faith, they make a new life for themselves. Tom enters the lumber business and becomes increasingly prosperous, but the opening of the Oklahoma territory is a challenge that the pioneer in Tom Meriwether cannot resist. Against the will of his wife, he moves his family to Oklahoma and there begins the inspiring saga of the growing maturity of a family and a nation.

DU SOE, R. C. Only the Strong. New York 3: Longmans, Green and Co. 1955. 139 pp. \$2.75. Tadeo loves his home. There was hard work to make a living from the crude mine, but fun, too, going to the Bay to fish, hunting, and riding the burro. Once the Rancho Las Palmas had been a prosperous place, but that was long ago before an earthquake cut off the water supply and the green fields turned into a desert waste. Now Tadeo takes it for granted he will spend his life breaking out the bits of gold the mine gives so grudingly. Haven't his father and grandfather done so before him?

When his father is injured in the mine, Radeo must go in his place for food and supplies. Young as he is, he handles dangerous situations with ingenuity. His parting with Pinto, his beloved dog companion, is another step in Tadeo's road to maturity. It is only when the rancho seems doomed, with the loss of Pinto still fresh, that grief and rebellion drive Tadeo to a wild act of defiance. Setting off the dynamite achieves what the family's long patience had not. The real satisfaction is that the rancho grows green again, not that more gold is discovered.

DYKEMAN, WILMA. The French Broad. New York 16: Rinehart Co. 1955. 381 pp. \$5.00. The latest in this famous series (which Newsweek has called "some of the most enticing volumes of Americana ever written") explores one of the most picturesque areas of America. The French Broad is an independent mountain river, flowing north between the Blue Ridge and Great Smoky Mountains

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in western North Carolina and cutting through to East Tennessee. The inhabitants of its valleys are independent mountain people.

The people of the French Broad have always been fighters—for independence against the British, for land against the Cherokees, against each other in the Civil War, and occasionally against the revenuers. (In keeping with the contradictory character of the area, the illegal distiller and the hell-fire evangelist are equally at home here.)

Unusual occupations such as herb gathering, hog "droving," and fine handcrafts have always set this valley apart and now the river has become the seat of vast industries, dependent on lumber and clear water, as well. It was an early resort area, and still is visited by millions annually; Great Smoky National Park, Pisgah National Forest, and a part of the TVA are in the valley of the French Broad. George Vanderbilt's mansion, Biltmore House, is here, and so is the home of Thomas Wolfe.

EDITORS OF LOOK. Look at the U. S. A. Boston 7: Houghton-Mifflin Co. 1955. 528 pp. \$7.50. Here is a book for Americans who want to know more about their country. The hundreds of photographs have been selected from thousands by the editors of Look to make a composite picture of the wealth and the dramatic variety of the United States of America. From the rocky coasts and intimate harbors of New England across the vast and fertile plain to the lofty mountains of the West, from the lakes and forests along the Canadian border to the sandy tropic beaches of Florida and the dry ranges of the Southwest, the camera has recorded the scenes that reveal the many aspects of our land.

Look at the U. S. A. is a companion volume to Look at America which, since it was first published, has sold nearly three quarters of a million copies both in the United States and abroad. In 528 pages of text, pictures, and maps, this volume gives a dynamic view of our country; a vivid and intimate understanding of our people as they live and play and work. Eight of America's outstanding authors have contributed essays on the regions of the United States which they know and love best. This regional emphasis gives it a personal warmth and individuality rarely found in a book of such sweep and magnificence.

ELSTON, A. V. Forbidden Valley. Philadelphia 5: J. B. Lippincott Co. 1955. 221 pp. \$2.75. Harry Riley and his pal, Doug McLaren, are the type of cowboy of which the Old West has always been proud. The author spins a fine tale of their fighting efforts for the cause of law and order. There's plenty of action at the outset, as Riley and McLaren start off to capture a gang of train robbers. They fail to recover the stolen loot, but chance to run across an important clue to the mystery of who is blackmailing their boss, a rancher named Jim Hutton. One of Sheridan, Wyoming's, leading citizens, Cal Clanton, becomes suspiciously involved, but the evidence is quickly camouflaged by lots of false leads. Hutton, on the brink of losing his ranch, can't help the two cowboys, and they turn to a bright lawyer, who sees an answer.

FEAGLES, ELIZABETH. Talk Like a Cowboy. San Antonio, Texas: Naylor Co. 1955. 82 pp. \$2. This book is divided into chapters—A Cowboy Puts on His Clothes, A Cowboy Chooses His Horse, A Cowboy Goes to Work, Cowboys and Other Folks, etc. An especially important chapter is called A Cowboy Goes to a Rodeo, and there is an epilogue called When a Cowboy Dies. To make it easy to find the words to refer back to them, an Index and Key to Pronunciation also is included. Cowboy talk is just as exciting as the cowboy clothes which everybody likes to wear, says the author. "It is a language all its own—borrowed from the

Indians, the Mexicans, the traders who passed through the Old West. Most particularly it is flavored by the work the cowboy does."

FINNEY, G. E. The Plums Hang High. New York 3: Longmans, Green and Co. 1955. 312 pp. \$3.50. A young English couple sail to the new land where fortunes like plums are for the taking. But nothing has prepared Hannah Maria, who trusts in the comforts of her brother's home, for the crude life of a midwest farm in 1868. Only a deep love and her proud spirit sustain her in early bitterness and despair. Jethro, with no experience on the land, wants to be a farmer. A kindly, hardworking couple take the tyros to their hearts. Some lessons are bitter, some laughable, as they become farmer folk. The first farm turns out to be worthless and they must hire out again on shares. Tender and poigant is the tale of the dress washed out each night, of the two who ran away to see the circus and sold the family's valuable horse. In a great blizzard Jethro goes for nurse and doctor, returns to find a baby has been born without their help. At last Jethro is famous for his Clydesdales.

FISHER, AILEEN. Timber! New York 3: Aladdin Books. 1955. 191 pp. \$1.75. Clyde Winton didn't want to go back to school. More than anything he wanted a job in his uncle's lumber camp. He could see himself riding the logs down river in the spring drive, his peavey ready for action. So, when the offer of a job actually came, he set off with high hopes, only to find that the job was that of cook's helper. However Clyde stayed and soon found that, even for a "cookie," life at a lumber camp was a series of exciting, puzzling, and satisfying experiences. And when the year was over he had come to realize that though cutting the white pine and riding the "river of wooden horses" was exciting, conserving the forests could be even more rewarding.

FUCHIDA, MITSUO; OKUMIYA, MASATAKE, and SPRUANCE, R. A. Midway. Annapolis, Maryland: U. S. Naval Institute. 1955. 292 pp. \$4.50. "The Battle of Midway was without question a turning point of the Pacific War," says former Japanese Admiral Nobutake Kondo in his introduction to this book. In that battle, the Japanese suffered "a defeat so decisive and so grave that the details, like the plans, were kept the guarded secret of a limited circle, even within the Japanese Navy." Not until Captain Fuchida and Commander Okumiya, both of whom took part in the over-all operation, brought out the Japanese edition of their book in 1951 did the Japanese public learn for the first time the story of the disastrous naval defeat which turned the tide of the Pacific War. Working from a preliminary translation into English by Masatake Chihaya, former Commander, Clarke Kawakami and Roger Pineau have produced, under the auspices of the U. S. Naval Institute, a revised, rearranged, and carefully verified English version of the Fuchida-Okumiya story.

GARRISON, W. B. Why You Say It. Nashville 2: Abingdon-Cokesbury Press. 1955. 455 pp. \$3.95. This book tells more than 700 fascinating anecdotes about words and phrases you use every day. Here, side by side, are stories of barbarian hordes and gentle monks, of medieval villagers and Barnum and Bailey, of 18th century dandies and backwoods Americans. Here are history and legend, the everyday habits and the eccentricities of housewives, kings, and criminals immortalized in expressions you often use. The history of each word is a separate short story full of fascinating facts, lively descriptions, and vivid incident.

GELATT, ROLAND. The Fabulous Phonograph. Philadelphia 5: Lippincott. 1955. 320 pp. \$4.95. Since 1877 the phonograph has provided entertainment and

musical enrichment to untold millions of listeners. Now for the first time a history of this truly fabulous invention has been written—tracing its progress all the way from Thomas Edison's curious tin-foil apparatus to the astounding high fidelity sound systems of today. Here is the story of the inventors who developed it, the entrepreneurs who promoted it, and the musicians who turned it into a musical instrument of tremendous impact.

GOLDSMITH, A. A., JR. How To Take Better Pictures. Indianapolis 7: Bobbs-Merrill, Co. 1955. 144 pp. \$2.75. This book is a basic, comprehensive guide that shows how to take better photographs. It will be of real use and value to everyone who takes pictures, from the complete beginner up to the professional photographer. It doesn't matter what kind of camera you have—or intend to buy—or whether you develop, print, and enlarge your own pictures; you can use this book. The message of the book is carried by text, diagrams, and pictures-all working together as a unit. There are about 250 fine pictures. Aside from the work they do, they make a real picture gallery on a variety of subjects. Even those pictures flawed deliberately to illustrate common mistakes to be avoided are professional work. Every one has a purpose. You'll like them and learn from them.

The book answers the first big questions: "What kind of camera should I buy?" What type of film should I use? "What other equipment will I want?" It gives you the story on all cameras from the simple Brownie to the most complex adjustable job. It gives basic instruction on the makeup of cameras and how to use the main controls, even how to hold the camera while taking a shot. For the more advanced photographer there are many, many tips: on the properties of film, on sizing up composition, on the best use of lighting, natural, photoflood and flash, on night work, on black and white and color. The simple charts expedite and make easier camera setting—focus, opening, and speed—the right depth of field; they will make your photographic life more comfortable.

For people who like to work in their own darkrooms there are five chapters on the darkroom, on developing, printing and enlarging, with all sorts of good advice covering both the elementary process and advanced tricks to get the most out of a picture. Special attention is paid to printing papers, which are just as important as the right film.

GOOCH, BERNARD. The Strange World of Nature. New York 16: Thomas Y. Crowell Company. 1955. 160 pp. \$3.00. Here is an enchanting account of the wondrous world of the common small creatures to be seen in almost any garden, on a country walk, or a visit to the seashore. Not only is Mr. Gooch a trained observer, he is a loving one, with the ability to stimulate his readers to a quickened perception as they look about them. Many have seen the common house sparrow every day. How many have tried to unravel the details of its courtship? Wherever we live we can discover a worm, a mouse, or a bird, find out something of the world in which each lives and the problems it has to face—and then make sure we have interpreted correctly what we have seen.

GRAHAM, F. D. Audel's New Automobile Guide for Mechanics, Operators, and Servicemen. New York 10: Theodore Audel and Co., 49 W. 23rd St. 1954. 1692 pp. \$4. This book is divided into 128 chapters and covers an exceptionally wide area of subjects in this field. The book is concise, yet written with sufficient detail to explain very completely so that the reader can gain a correct understanding of the subject discussion. A few of the areas covered are: engines, piston rings, connecting rods, crank shafts, valves, tune up, cooling systems, carburetors, transmissions, overdrives, tires, diesel engines, and fender repairs. The book gives information

with working diagrams coverning the principles, construction, ignition, and service and repair of modern cars, trucks, and buses, diesel engines, hydramatic and fluid drives. It contains over 1,500 illustrations showing inside views of working parts, with instructions for service jobs. How to fit pistons—how to locate engine knocks—how to fit connecting rod bearings—how to service main bearings—how to recondition valves—how to adjust fan belts—how to adjust carburetors and chokes—how to rebuild a clutch— how to service automatic transmissions—how to service brakes—how to adjust steering gear—how to cope with ignition troubles—how to service distributors—how to time ignition—how to "tune up" an engine are some of the areas discussed. This is a book that will be of practical value not only to the student but also to the car owner who wants to know something about the operation of his car.

GWYTHER, JOHN. Captain Cook and the South Pacific. Boston 7; Houghton-Mifflin Co. 1955. 287 pp. \$3.50. On August 26, 1768, Lieutenant James Cook in the bark Endeavour put to sea from Plymouth Sound on one of the most remarkable adventures of all time. Aboard were a crew of some eighty men and a selected group of scientists from the Royal Society. Ahead of them lay the unexplored vastness of the Pacific, enchanted islands that were unspoiled gardens of paradise, lands of incredibly brave and hostile cannibals, and an unknown world where men were still animals. Ahead of them lay four years of excitement, hardship, and a thousand wonders for the astonished eyes of these bold and inquisitive 18th-century Englishmen.

The entire voyage has the drama and pace of a Captain Hornblower yarn. Cook's only published orders were to proceed to Tahiti to make an all important observation of a rare transit of Venus. But a sealed and secret document to be opened only after the ship was far at sea and isolated from the civilized world ordered him to head southward to unchartered waters and explore the mysterious "Southern Continent."

HANO, ARNOLD. A Day in the Bleachers. New York 16: Thomas Y. Crowell. 1955. 153 pp. \$1. Among the 52,751 people who squirmed their way into the Polo Grounds on September 29, 1954, to see the New York Giants and the Cleveland Indians meet in the first World Series contest of the year, was Arnold Hano, a Giant fan of long standing. He sat on a hard wooden plank at ten that morning and got up for the last time at thirteen minutes past four that afternoon, to squirm out of the place. What happened during those six-plus hours is set down here in exciting, humerous, colorful, dramatic detail—the tidbits of fielding practice, Bob Feller doing push-ups in center field, Sal Maglie clean-shaven at eleven that morning and black as soot at three, Willie Mays running back to make "that" catch, umpire Larry Napp making a curious hand-signal to indicate that a fly ball hit by a big red-faced man named Rhodes has landed in the—well, now, that would be giving it all away.

HANSEN, HARRY. Old Ironsides. New York 22; Random House. 1955. 188 pp. \$1.50. "Hurrah! Her sides are made of iron!" shouted an American seaman as one cannon ball after another struck a side of the U. S. S. Constitution and bounced off into the sea. That was during the War of 1812 in the battle with the British ship, Guerriere. But ever since, Americans have used the name Old Ironsides for their most famout and best loved ship. Those who saw her launched at Boston in 1797 were filled with pride in their struggling new nation and its tiny navy. With her 44 guns mounted and with flags flying, the great three-masted, square-rigged fighting ship sailed forth to a long life of victory and renown.

Today thousands of Americans visit Old Ironsides at her dock in the Boston Navy Yard. The famous frigate has been rebuilt to look just as she did when she went into her first naval engagement more than 250 years ago.

HERRON, E. A. The Return of the Alaskan. New York 3: Aladdin Books. 1955. 190 pp. \$1.75. For three years Mark Wallace, skipper of a fifteen-foot craft, and Captain Jenner of the Princess Julianne had been fighting for the mailboat contract and Mark had always won. He knew that if the big companies took over, the delivery of mail to the homesteaders on the smaller islands would be discontinued—a service on which the very lives of these lone homesteaders depended, for the loss of this would mean that their last link with the mainland would be broken. The fight to keep the contract took courage, ingenuity, and just plain grit. How Mark won is only part of the story. This is also the story of the struggles of young Beth Carson and her brother to save their father's homestead on one of the smaller islands. Like Mark, the reader will have a special liking for these brave young folks.

HIRSHBERG, AL. The Battery for Madison High. Boston 6: Little, Brown. 1955. 251 pp. \$2.75. The Drake twins were built for baseball. At six feet and one hundred seventy pounds, with slim waists, narrow hips and powerful legs, they were the answer to an athletic director's prayer. Ever since they had entered high school, they had been in demand for all sports, but baseball was the game they loved. Here is the story of the twins' senior year, the year that Madison High really had a chance for city championship. It is all baseball, told by a man who knows the game inside and out so thoroughly that reading his account is like sitting in a box seat at a game. You actually feel the thrill that was Barry Drake's when the ball slapped into his big mitt, or met his bat head on. You know what it means for a team to work smoothly together and how demoralizing a catcher's selfishness can be. And you brood with the sensitive southpaw, Phil Drake, when the breaks and his catcher all seem against him.

HOUSEHOLD, GEOFFREY. The Exploits of Xenophon. New York 22: Random House. 1955. 192 pp. \$1.50. More than 2,300 years ago one of the most thrilling stories in history was being read and discussed in Greece. It was called the Anabasis and was written by a Greek noble named Xenophon, who described at first hand what he did, what he suffered, an what he saw during a campaign against the Persians. In The Exploits of Xenophon, the author retells much of the war hero's own story, a superb picture of a valiant Greek army and its impact upon the ancient civilization of the East.

In that day, it was customary for men to hire themselves out as soldiers fighting for another country. More than 13,000 Greeks, including Xenophon, were serving with Cyrus, one of the imperial governors of ancient Persia. Cyrus wanted to seize the throne from his brother, Artaxerxes; but in the Battle of Cunaxa, Cyrus was killed and his Greek army was defeated. Panic seized the men as they realized they were leaderless and 1,000 miles from their native Greece. In short order, they selected Xenophon as one of their new commanders and began the heroic retreat through enemy territory. And all the way the armed Persian hordes continued their attack with poisonous arrows, sweeping sabers, or great boulders from high mountain passes.

HOUSTON, M. B. Yonder. New York 16: Crown Publishers. 1955. 242 pp. \$3. Time had stopped for Zoé Croome at the moment when she was about to elope with her lover. Thirty years had passed but Zoé was still a girl— in body, in heart

and mind. She was beautiful; she was gentle. But she was mad. The world beyond that last meeting with her fiancé has ceased to exist for her. But to Olive York, who had gone to Judge Croome's place to forget her own disappointment in love, Zoé was real, and Olive determined to free Zoé from her illusion. To do this she had to deal with awesome and bitter Joanna, Zoé's sister, who had controlled Zoé's fate. From the moment Olive York stands alone in the railway station during a hurricane, to the last unravelling of the mystery of the Croomes of Yonder Island, the author sustains a mood of eerie foreboding of the greatest fascination.

JACKSON, CHARLOTTE. The Story of San Francisco. New York 22: Random House. 1955. 188 pp. \$1.50. Hop on a Powell Street cable cad in San Francisco and, with bells clanging, you will be carried up one of the steepest hills of the city. From the top you can look across San Francisco Bay to the Golden Gate Bridge, silhouetted like a great orange web against the sky. Just where you see the fishing boats returning with their day's catch, the Spanish schooner San Carlos made its way in 1775. That was the first ship to cast anchor in San Francisco Bay. But from then on, a succession of vessels sailed into that famout port as part of one of the most colorful and exciting pageants in all history.

JANES, E. C. Wilderness Warden. New York 3: Longmans, Green and Co. 1955. 214 pp. \$2.75. Dan Hubbard is on probation as a game warden in the wilds of northern Maine. It is grand country for the outdoorsmen and the young exmarine appreciates it and puts everything he has into his work. The bitterest winter does not deter Dan from his watch. In spite of this the jackers know his every move and the wild game is being murdered. Defiantly, they even put a recently killed moose across where he must pass. This is a splendid tale of conservation and the right kind of courage. Nature lore, woods craft, the sports detail are all accurately and imaginatively given. The author brings the Maine woods right to the reader.

JOHNSON, EDGAR. One Mighty Torrent. New York 11: Macmillan Co. 1955. 591 pp. \$6.50. This study of English and American biography is distinguished by its dramatic sense, keen scholarship, and deep appreciation of the vitality of humon history. Originally published in 1937, it is here reissued with revisions and a new preface by the author. With over four years of biographical literature as his province, the author shows the vividness with which biography illuminates past and present. Focusing his attention on the eminent biographers of each era, he reanimated each personality, creating a colorful vignette of the original writer and making the past a reality by rich and flavorous quotations.

Wherever the thronging figures of the past recorded their thoughts and laid bare their hearts—in memoirs and diaries, letters, autobiographies and biographies—the author has captured the thrill of their lives. Whether his subject is Izaak Walton, Queen Anne, or Lincoln Steffens, he makes us sense dramatically what life was like to each. Throughout, the reader is made richly aware that history and biography in any period are the reflections of the shifting personalties of very real human beings.

JUDSON, C. I. The Mighty Soo. Chicago 7; Follett Publishing Co. 1955. 192 pp. \$3.50. The first white men to see the mile-wide rapids of the St. Mary's River were struck with their wild beauty. But the turbulent falls were an almost impassible barrier between Lake Huron and the rich Superior country to the north and west. Indians daringly shot the rapids in their frail birchbark canoes, but this was not possible for bigger, heavy laden craft. Furs and goods could be transported between the upper an lower lake regions only by portaging past the rapids.

In the 1830's, with the invention of the McCormick reaper, the discovery of rich minerals in the upper lake country, and the steady westward expansion of settlers, need for an easy method of transport at Sault Ste. Marie became more urgent. Plans moved slowly, but finally in 1853, the St. Mary's Falls Ship Canal Company was formed to build a canal and locks. Charles T. Harvey of Connecticut was appointed general agent in charge of the work. Harvey's task was almost impossible, for time was short and difficulties were many. His courage, daring, and ingenuity overcame tremendous obstacle and on June 18, 1855, the first ship locked through and steamed on to Lake Superior.

KETCHUM, R. M., ed. What is Communism? New York 10: E. P. Dutton and Co. 1955. 192 pp. \$2.95. This book contains some information never before made public and much more which has never appeared in book form, here or abroad. The book consists of approximately 50 per cent text and 50 per cent photographs and drawings. Text and captions are carefully tied with dramatic and revealing pictures which have been assembled from scores of sources in the United States and abroad. Throughout, the tone is as objective and impersonal as possible. However, the record of communism itself is clearly revealed: a stream of empty promises and positive threats.

KETCHUM, R. M., ed. What is Democracy? New York 10: E. P. Dutton and Co. 1955. 192 pp. \$2.95. The living faith which is contained in the word democracy is here provided an authentic and detailed record. Many who embrace a democratic way of life admit that democracy is a vague and remote term. The editors of What is Democracy? have given concrete illustration to the varied concepts embodied in the term. This book consists of approximately 50 per cent text and 50 per cent photographs and drawings. Text captions are carefully tied in with dramatic and revealing pictures which have been assembled from scores of sources in the United States and abroad. Throughout, the tone of the book is objective and impersonal. However, the record of democracy itself is clearly revealed: its solid achievement, its opportunities, its obligations, its occasional failures.

KETTON-CREMER, R. W. Thomas Gray. New York 22: Cambridge University Press. 1955. 324 pp. \$4.75. "He never spoke out" Matthew Arnold said of Gray (quoting Gray's friend James Brown), and "he never spoke out" has been echoed by others ever since. The author shows that Gray spoke out firmly and often, in his early poems and in his letters. It is in fact high time for a new life of Gray. There has been none since Gosse's volume in the English Men of Letters series (1882); the Correspondence edited by Toynbee and Whibley has not since been presented in narrative; and there are yet more unpublished papers. The author has used all the published and unpublished sources, in Britain and Americanotably those left by Leonard Whibley to Pembroke College, Cambridge, with the express wish that the author be first to use them. He has written a new Life for the general reader, which will also satisfy the scholar.

Those who only know of Gray as the author of the *Elergy*—a vaguely melancholy figure—will find in this account of him all the melancholy certainly, but also one of the most learned men of his day and, when he unbent, one of the liveliest letter writers in the language. His interest as a human being is not exhausted by his being a representative eighteenth-century figure, nor even as being a manifest influence on the whole later course of English poetry. The author portrays him in the round; admirers of his *Horace Walpole* will enjoy *Thomas Gray*.

KLEIN, ALEXANDER, ED. The Empire City. New York 16: Rinehart and Co. 1955. 503 pp. \$5.75. The Empire City is a fitting tribute to the big town: a

giant, inclusive treasury offering more reading of greater variety about New York than ever before put between covers. Not only is there a magnificent selection of contemporary essays and articles, but historical highlights are also included, the reactions of famous foreign visitors, and sections on people as well as places. "Each man reads his own meaning into New York," writes Meyer Berger, and here is the city in all its fabulous facets—its glamor, its wild variety, its humor, beauty, squalor, adventure and excitement. The contributors include some of the most famous and city-wise writers of all time and their collective effort has made The Empire City a definitive anthology.

KORNITZER, BELA. The Great American Heritage. New York 3: Farrar, Straus and Cudahy. 1955. 351 pp. \$5. The unprecendented and previously unrecorded story of the five Eisenhower brothers: Arthur, Edgar, Dwight, Earl, and Milton, and the late Roy J. Eisenhower is given in this book. This is a narrative, including interviews, of the brothers and their families at their homes in Kansas City, Mo.; Tacoma, Wash.; the White House; Junction City, Kan.; La Grange, Ill.; and State College, Pa. The text is augmented by an exclusive thirty-two page picture sequence from the Eisenhower family albums. This book is at once a personal family biography and an important historical document: authentic, candid, revealing.

KUHN, FERDINAND. Commodore Perry and the Opening of Japan. New York 22: Random House. 1955. 189 pp. \$1.50. As the band struck up "Hail, Columbia!" Commodore Matthew Perry stepped on the shore of Japan. This was in the summer of 1853. For more than 200 years Japan had kept herself sealed from the rest of the world. No foreign ships had been allowed in her waters. No visitors and no traders had set foot on her soil. Yet here was an American naval officer marching proudly onto the shores of Japan, while four black ships carrying "The Stars and Stripes" rode majestically at anchor in her blue waters.

Commodore Perry was there on order of the President of the United States; his mission, to open a door into Japan so that American ships might stop for fuel and water on their route to China. Under different leadership such an undertaking might have resulted in war. Instead, Commodore Perry entertained the Japanese leaders in royal style and presented gifts that told of the outside world.

LACKEY, ROBERTS. The Texas Rangers. San Antonio: The Naylor Company. 1955. 115 pp. \$2.50. During the Civil War and afterwards, the sprawling expanses of the Texas frontier was a region almost without law except for the enforcement that rode into it with the small and indefatigable band of state troopers known as the Texas Rangers. The frontier then began just west of the line of settlements extending down through the central part of the state, from Fort Worth and Dallas on the north, through Waco, Austin, and San Antonio. It included the Hill Country, the vast treeless plains of West Texas, the Davis Mountains and Big Bend ares, right up to El Paso and the New Mexico line, and, southward, curved east below San Antonio to include the border country along the Rio Grande almost to the river's mouth at the Gulf. Civilization had just begun to push up the courses of the streams draining from this area, and to leap also from water hole to water hole in the arid stretches of West Texas.

LANDIS, J. C., and M. G. Personal Adjustment Marriage and Family Living. New York 11: Prentice-Hall. 1955. 380 pp. \$3.38. The purpose is to offer material that may help young people to gain a perspective on life adjustment as a whole through an understanding of themselves and of others. For example, the authors believe that dating problems can be met and solved more easily when young people t.

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have some understanding of the viewpoints of parents and of other members of society.

Why do parents think as they do? Do parents have problems of their own which may bias their attitudes concerning the interests of their children? Why do personalities develop as they do, and can the individual himself change the direction of his personality growth? How can one make the most of the dating years and approach marriage with some confidence in future success and happiness? How can one know whether or not he is in love? Is being in love sufficient reason for marriage? What adjustments must husband and wife make in order to build a good marriage? How can young people prepare for their task of parenthood? How important to happiness is economic security, and how can a married couple meet the problems arising from the economic phase of life? These and many other questions are considered with the purpose of helping young people to make a better life adjustment in the present and to look ahead and plan wisely for the future. This new edition reflects the present trend toward earlier marriages and considers the question of age for marriage from viewpoints that will be helpful to young people making such lifetime decisions.

LATHAM, F. B. The Law or the Gun. New York 3: Aladdin Books. 1955. 191 pp. \$1.75. An illuminating incident in the epic of the Mormon's long search for a home place is woven into the story of a great frontiersman, Alexander Doniphan. Every era of a nation's growth calls for heroes and the courage that makes heroes. When angry settlers tried to drive the peaceful Mormons from Clay County, Missouri, young Alex Doniphan, armed with nothing but the truth, shamed them into a respect for law and order. Seen through the eyes of Clancy Tolbert, a lad from Kentucky, this almost forgotten border incident takes on a romantic hue. Alexander Doniphan, destined to become the hero of the Mexican War, was a struggling young lawyer, reminding us a great deal of Abe Lincoln, when the Mormon affair took place. A basic freedom was at stake, and weighed in the balance was a man's conscience and a boy's faith.

LAWRENCE, MILDRED. Island Secret. New York 17: Harcourt, Brace and Co. 1955. 175 pp. \$2.75. It seemed strange to twelve-year-old Bonnie Bishop that anyone would want to rent the ruined old winery that perched on their shore property overlooking Lake Erie. Even her mild-mannered mother had continued to refuse the offers Mr. Hinchley made. Mama mistrusted this unfriendly neighbor who hadn't lifted a finger to help her and the three children settle in the "old Bishop place" on Fair Island. Not only was he disagreeable, but as time went by, Bonnie was sure that Mr. Hinchley was purposedly making trouble for them. If she only knew why!

Bonnie decided to keep an eye on Mr. Hinchley. After all, someone had to watch out for their interests, with Pop gone. Mama had been too upset, when the shipping company had reported him missing, to make many plans, and Bonnie had "taken charge of things,"

LOOMIS, NOEL. West to the Sun. New York 36: Fawcett Publications, Inc. 1955. 176 pp. 25c. This is the story of Dan Shankle's mission to discover and stop the man who was trading guns with the Indians to pillage and massacre people on the frontier.

LOUGHRIDGE, NANCY. Dictionary of Etiquette. New York 16: Philosophical Library. 1955. 202 pp. \$3.50. This book is broad-minded appraisal of what is and what isn't essential to correct behavior. It cuts away the dead wood of archaic

social usages and presents, in condensed reference form, the ABC's of etiquette for modern living. Housewives and college students will, no doubt, find this book more useful than will diplomats; however, if the need should arise, the reader can acquire such unhandy-but-sometimes-essential-information as how to address a duchess and when a butler is not a butler but a houseman.

LYONS, DOROTHY. Javo Jive. New York 17; Harcourt, Brace and Company. 1955. 214 pp. \$2.75. Even though her family kept telling her they couldn't afford to buy a horse, it didn't prevent Ginny Atkins from dreaming about owning one, especially since there was an old corral that came with their new home in California. And the miracle did happen—when a pony, that had strayed out of its own pasture, came into the corral. Ginny was allowed to keep Sugar on loan, because the pony's original owner was grown up and the pony was kept for sentimental reasons only, but she had to prove to her father that she could be thoughtful and reliable, not just a scatterbrain. Then came the wonderful day when Sugar foaled—and there was Java Jive, a perfect colt, for Ginny to raise and train as her very own! Trail-riding, Gymkhana shows, and hard work to earn money to keep Java gave Ginny a busy time, but eventually her patience was rewarded when Java proved his worth during the terrors of a California earthquake.

MACDONALD, BETTY. Onions in the Stew. Philadelphia 5: J. B. Lippincott. 1955. 256 pp. \$3.50. This book by the same author as The Egg and I is in much the same style. It is equally as interesting and humerous. The author relates interesting stories about their home life on Vashon Island in Puget Sound with their two children and their many visitors. This is a book filled with wit and humor.

MASON, JERRY, ed. The Family of Man. New York 17: Maco Magazine Corporation, 480 Lexington Avenue. 1955. 192 pp. \$1.00 paper bound, \$10 delux ed., boards, boxed. 226 pp., including 34 pp. of installation photographs of the show at the Museum in New York. Sheet-fed gravure. This book is based on the great photographic exhibition created by Edward Steichen for the Museum of Modern Art, now touring here and abroad. It includes more than 500 photographs from 68 countries. The book contains a prologue by Carl Sandburg and an introduction by Steichen. "... conceived as a mirror of the essential oneness of mankind throughout the world ... The Family of Man has been created in a passionate spirit of devoted love and faith in men," Steichen says in his introduction. This book contains virtually all the photographs in the exhibition which was one of the most widely hailed and popular shows ever presented by the Museum, visited by more than a quarter of a million people.

McCOWAN, DAN. Upland Trails. New York 11: Macmillan Co. 1955. 174 pp. This new book, like some of the author's earlier ones, is based on a series of broadcasts for the Canadian Broadcasting Corporation. It contains some of the most enjoyable material readers have encountered from his indefatigable combination of camera and pen. Selecting subjects at random from his rich accumulation of outdoor lore, the author gives many well-chosen anecdotes and stimulating observations about the natural history of the Canadian Rockies, birds, Indians, the foothills, the unique lodgepeople pine, fourfooted athletes, and many other topics. His chapters are well-illustrated with photographs taken by himself, most of them entirely new to his readers. Encountering this writer for the first time or the sixth, readers will be enriched by his abundant dry humor, his love for the "upland trails," and his willingness to share their beauties and wonders.

MOUNT, DICK. Progressive Typewriting Speed Tests. New York: Gregg Division of the McGraw-Hill Book Co. 1955. 96 pp. \$1.32. This is a book of 144

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timed writing selections with 100 per cent "copy control." Every timed writing is arranged in speed steps of 5 and 10 words a minute, with three selections (very easy, then easy, then normal in difficulty) on each step. All selections are business letters so that skill may be built on the vocabularly where it is most needed. Also included in the book are word counts, instant-scoring scales, and a separate section on number typing. Classroom-developed and classroom-tested, this text will be found helpful in teaching typing.

NAUGLER, GERTRUDE. The World and Julie. New York 17: Scribners. 1955. 286 pp. \$3.50. Julie was the younger daughter of a strict Presbyterian minister. Even as a little girl she wanted to be different from her decorous and dutiful older sister. At thirteen she began to realize that the world of her family, the parsonage in suburban Philadelphia, was too narrow, too restricted, but her only escape then was into a world of romantic imagination, picturing herself as the fair lady who would be rescued from her dull surroundings by a dashing knight straight out of the pages of Malory. At nineteen she had broken away a little, although the college she attended in central Pennsylvania had its limitations, and the boy to whom she was engaged, though handsome and courtly as any knight, was perhaps a little too perfect. The real world was waiting for her in Montreal, and at McGill University she had her first taste of freedom and her first realization of a broader life beyond the parsonage walls. And here she met Ross Cameron, British and different, who baffled, fascinated, and enraged her.

O'HARA, MARY. My Friend Flicka. Phil. 5: Lippincott. 1955. 253 pp. \$1.69. Ken's face was beautiful with the young look of wildness and freedom and his dark blue dreaming eyes. It was a beauty which his mother could understand. She could also understand, though it frightened her, the look of indescribable yearning that crossed his face when he thought of a colt and cried, "I want him to be mine—all my own." Of course, he could ride any horse on the ranch, but what he wanted was something that was his alone to tend and love. Because a practical Scottish father could not so readily understand, Ken had to wait and suffer before Flicka was his. Against the background of the great Wyoming ranch and the relationship of Ken and his mother, of Ken and his father, and of Ken and Flicka is explored with subtle and disarming sympathy that never lapses into sentimentality.

O'ROURKE, FRANK. Car Deal! New York 18: Ballantine Books. 1955. 124 pp. Paperbound 35c. Hardbound \$2.00 The story of what happens when a car salesman who knows all the tricks is "out to get his boss." A Ballantine book.

PINKERTON, R. E. Nature Roundup. New York 16: Harper & Brothers 1955. 256 pp. \$3.50. This book is a storehouse of information on the ways of animals and the skills that are basic equipment for outdoor life. Robert E. Pinkerton has compiled here answers to the most popular and curious of some 65,000 questions that he has been answering through his column in True Magazine over a period of ten years—for teachers, school children, businessmen, members of the armed forces, husbands and wives.

The book is presented in the form of questions and answers grouped according to six major subjects: Mammals, Birds, Fish, Reptiles, the Physical World, and Outdoor Life. Some of the questions are devoted to settling persistent myths and superstitions such as: When did the unicorn become extinct? Does the glass snake break into pieces and reassemble itself? Can an eagle carry off a calf? The majority of the book, however, provides factual information on the wonders of the animal kingdom and its curiosities—the fish that hatches its young in its mouth, the origin of the horse, the bird that walks under water, and many more.

POPLAI, S. L. ed. Asia and Africa in the Modern World. New York 22: Institute of Pacific Relations, 1 East 54th Street, New York. 1955. 226 pp. \$1.25. This book is a guide to the study of the independent countries of these two continents. It gives—country by country—basic information, history, constitutional framework, foreign relations, economic resources, and foreign trade. Important selected documents and additional statistical tables are included as appendices.

RYDBERG, ERNIE. The Silver Fleet. New York 3: Longmans, Green and Co. 1955. 160 pp. \$2.50. As do all boys, Sebastian wants to do a man's job. His father is skipper of a tuna fishing vessel. Sebastian should have gone with him, as did his older brother, but this summer the ship was in dry dock. Suddenly it is September and it must be school instead of the sea. But there is plenty of excitement for Sebastian and his friend Red Martin. In school, Sebastian charts his father's course and hits it pretty exactly. He learns the value of mathematics and chemistry to the fishing industry. While his pranks do not indicate that he has learned to think before he leaps, Sebastian is allowed to go on the next voyage.

SHANKLE, G. E. American Nicknames. New York 52: H. W. Wilson Company. 1955. 532 pp. \$7.50. Of value to serious researchers and quiz fans alike, the book draws its nick names from many sources ranging from baseball teams to complex religious and political organizations. This new revision consolidates much of the material in the popular 1937 edition and adds recent nicknames, including those of such celebrities as President Dwight D. Eisenhower, the late General Joseph Stilwell, and Grandma Moses. For each nickname, whether of a person, place, or event, the author gives an authoritative definition, describing origin and social or historical context. Main sources follow and cross references are provided as needed.

Because of this detailed research, the reader of American Nicknames receives a unique view of America's growth and of the dynamic personalities who have made its history. "As used in this book," the author states, "the term nickname signifies a sobriquet or an appellation used instead of the real name... of a person, place, or subject; consequently, the subject matter deals with recognized and widely used nicknames. No attempt has been made to include slang expressions..."

SHELDON, WALT. The Man Who Paid His Way. Phila. 5; J. B. Lippincott Co. 1955. 321 pp. \$3.50. This is a story laced with realistic dialogue. It shows the soul of a crooked police department under a third degree spot light. Detective Robert Cator is no fool. He can see what's going on around him in Pacific City's police force; he knows what the score is. But he also knows what his own score is and the values he feels he must follow. Being honest when his superiors accept graft as part of "getting along in life" is not a simple matter. Cator's in for big trouble.

Fresh from the Korean battlefields and determined to give a good try at straightening out some of the world's mistakes, he runs smack into the "what-the-hell" attitude of a police force whose glory-happy captain and dandified lieutenant have long ago accepted the corruption around them. How to stay honest and believe he is right is Cator's nightmare. He tries, he falters, he meets brutality in kind. Woven into his story is that of Leah, an attractive and cynical parolee, who becomes Cator's greatest help and yet his strongest temptation. This is a story that will disturb you and at the same time make you proud that we have a few Robert Cators in America.

SHORT, LUKE. Rimrock. New York 22: Random House. 1955. 243 pp. \$2.75. When Dave Borthen pulled into the dusty, primitive little boom town of Joash to

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begin prospecting for uranium, he had nothing in the way of assets but a jeep, a Geiger Counter, and a lease on some barren land over in the Utah hills. His only associates were geologist, Bates Wallen, and a ranchhand, named Hutch Elden. Their first assays were sadly unpromising, yet for some strange reason the giant Tri-State Uranium outfit wanted their lease and wanted it badly. Holly Health, a gorgeous blonde, headed up Tri-State. She had a reputation for using intrigue, guile, force, and money to get what she wanted. On Dave she first used force, in the person of roughneck Chief Buford, and then persuasion—via her own feminine wiles.

SILVERMAN, H. L. Education Through Psychology. New York 16: Exposition Press. 1955. \$3: The author, one of the leading philosophers and psychologists of our time, has written a treatise on some of the outstanding problems that currently exist in the field of education. Some of the important topics under discussion are the background of educational psychology; the meaning of education and knowledge; the nature of thinking and learning; the relation between language and thought, the habits and skills in learning; the concept of curriculum; the personality of teachers; the emotional outcomes of learning; and an analysis of motivation.

SPENCER, PHILIP. Day of Glory. New York 3: Aladdin Books. 1955. 192 pp. \$1.75. "Solomon Brown stood in the moonlight road with his two friends. He could scarcely move. He listened unbelieving to the songs of young leaves. The British with their prisoner, Paul Revere, had vanished in the darkness. Their horses could no longer be heard. No matter what else might happen to them, Solomon knew that neither he nor his companions would ever forget these past three hours. How close they'd come to death with the icy stare of pistols! How close they'd stood to glory with Revere's brave words and laughter echoing across the pasture!

SPERRY, ARMSTRONG. Captain Cook Explores the South Seas. New York 22: Random House. 1955. 184 pp. \$1.50. The author tells of the explorations and amazing achievements of the former shipyard apprentice who charted many of the navigation routes of the world. It is a breath-taking story of crossing the Antarctic Circle for the first time in history, of claiming New Zealand and Australia for the British Empire, of locating that 1,000-mile labyrinth of coral known as the Great Barrier Reef of Australia, and of discovering and naming countless islands in the South Pacific.

SPYKMAN, E. C. A Lemon and a Star. New York 17: Harcourt, Brace and Co. 1955. 214 pp. \$2.75. This is the story of the four Cares children who lived adventurous lives, and whose adventures are as vividly pictured as the children themselves. They grow up in the early 1900's, when there were runaway horses, when lightning came down chimneys, when there were bats in the piazza awnings and rats to frighten the cook—and then a miracle could happen at any time.

Theodore and Jane and Hubert and Edie had to change their clothes for dinner every night, but this was the custom in those days. No modern child in blue jeans has as much freedom to explore, roam, and fight as they did. And they used their freedom to deal with water, fire, tall trees, barn roofs, bad men, and—of course—each other. Life was not really dangerous: these four made it so. Young people today will envy the Cares children, whose soaring imaginations and limitless energies could turn the most humdum occasion into something unexpected and never-to-be forgotten.

STERNE, E. G. Let the Moon Go By. New York 3: Aladdin Books. 1955. 192 pp. \$1.75. The author has caught the spirit of the "yarn swappers" and the

stories they told. They are all here, from the Algonquin folk hero, Manabozo, and the "fancy liars," Captain John Smith, the pirate Captain Kidd and Davy Crockett, to Paul Bunyan in his reappearance in the Panhandle oil fields. As American as "ham and eggs" these sixteen tales of real legendary heroes are dramatically introduced by striking sketches of the people who made their heroes grow "taller" in the telling. The illustrations add zest and flavor.

SWIFT, H.M. Adventure in Store. New York 3: Longmans, Green and Co. 1955. 242 pp. \$3. Joan Peters wants a store career like her glamorous Aunt Kay has in a fashionable Boston shop. But her mother has ideas of her becoming a singer and plans for her to go on studying after high school. Though her parents are reluctant to have her spend a year in a store before making a definite decision as to college and a career, they are persuaded by Aunt Kay to let her go ahead.

TEILHET, DARWIN. The Lion's Skin. New York 16: William Sloane Associates. 1955. 346 pp. \$3.95. John Sanderson came out of the Nicaraguan jungle with two pokes of gold and a single objective—passage to California and a ranch he hoped to buy. It was June, 1855. "Manifest destiny" had become a rallying cry for most Americans. The country was on fire with dreams of expansion and, before he could hope to settle down, John Sanderson was destined to follow the star of one of the most curious and dramatic figures of the time, General William Walker. At the beginning, Sanderson was merely concerned with his own present and future. His way led through a country torn by civil war, and he found himself embroiled, first as protector of lovely Tarra Manning and then as one of General Walker's "immortals."

Private, sergeant, then lieutenant, Sanderson fought with Walker as he made his stubborn bid to annex Nicaragua to the United States. It was a dream shared by Cornelius Vanderbilt, among others, and Sanderson gave it—and Walker—his wholehearted devotion. Sanderson marched with Walker through the dismaying retreat from Rivas, marched with him through the storied gates of Granada, saw him acclaimed ruler of the land. Yet with each succeeding step, it became more and more apparent that Walker wore the lion's skin less comfortably than the fox's. The shape of treason grew.

TUNNARD, CHRISTOPHER, and REED, H. H. American Skyline. Boston 7: Houghton Miffln Co. 1955. 320 pp. \$ This is the story of the America built by men—the man-made America which is superimposed on nature's setting. From the ruins at Karnak we can know much of Egyptian culture; from the Acropolis we learn the glory of the Athenian state. In a very true sense the Romans are known through the Forum; the French are best seen through Versailles; English civilization is embodied in Westiminister Abbey and St. Paul's.

Where can we see, built into bricks and stone, the civilization of America? This is the world which the authors explore in American Skyline. Too often we think that beauty in America is limited to "scenery." Because man-made America is close at hand, and because much of it is not beautiful, we are too apt to disregard the majestic achievements of town planning, architecture, and art for which have been produced in all periods of our nation's life.

The authors of this book explore our history chronologically and topically with a fresh sense of discovery. Such diverse subjects are discussed as the origin and development of the suburb; the coming of the skyscraper; the residential avenue; types of city plans; the rise and fall of the private urban palace; the triumphal arch; and the folk art of humble streets. In examining these and many other aspects

of American life as reflected on our building, the authors write an entirely new social and *visual* history of urban American restoring a justified pride in our best accomplishments and showing how we, by using weapons of art and the American tradition, can intelligently plan the future of our cities and towns.

TURNGREN, ANNETTE. Steamboat's Coming. New York 3: Longmans, Green and Co. 1955. 183 pp. \$2.75. From his father's farm on the Mississippi, Will Morgan watched the steamboats go by. Some day he will be a pilot on the Galena, he promises himself, for her skipper is the best river pilot of them all. But Bengt Lindstrom also had his heart set on the same goal. Bengt was everything Will was not. Will hated him, fought with him, became his close friend. The two boys went north to lumber camps; they stayed to work like men, to go on the log drive down the Mississippi. But neither was any closer to the wheel of the Galena. After rescuing a passenger who fell overboard in the fog, Will lost some of his cockiness. For the first time he has a glimmering of what it means to be a pilot and have the safety of others in his hands. That winter he wrote to Stephen Hanks for the humblest job on the boat. His changed attitude convinced Hanks that Will was ready, and in the spring the boy joins the crew of the Galena and was in the pilot house during the historic battle with the ice in Lake Pepin and the exciting race with the War Eagle to St. Paul.

WILDER, ROBERT. The Wine of Youth. New York 16: G. P. Putnam's Sons. 1955. 377 pp. \$3.95. This is a broad sweeping novel of modern Texas; as violent in parts as is the state's history. It is the story of Vega and Vega County and the men and women who grew with it from a railroad watering-tank settlement to a shining city set upon the shining plain.

On a windy day in 1901 "Spindletop" roared in with a black and wavering column of oil and thereafter nothing was the same. Almost forgotten were the melhancholy cowpokes, the drifting herds of cattle, the legends of the Pecos. Their places were taken by a new breed of men who gambled recklessly for power and the wealth that lay above and below the land. Murder was done swiftly and strange alliances made.

Twenty years after Spindletop, the state was a solid front of pride and achievement. Nothing was too big for it to tackle, no project so grandiose it could not be imagined. Its men were open-handed, predatory, gregarious, and ruthless; its women the best dressed in the world. From Amarillo and the vast sweep of the Panhandle, from Brownsville and the fertile delta country of the Rio Grande, the irresistible onrush of empire swept forward. It picked up all manner of men. Some rode its swift-moving crest. Others were left to wallow helplessly behind the wave. The Costellos rode it and Luis Carvajal, the Mexican-American, rode it with them. Together they challenged a great, feudal power and the prejudices that had been born when the first Anglo moved across the border into what was then New Spain. And the time came when Kevin Costello stood, a colossus astride the oil wells, the great cattle lands, and the broad farms of twentieth-century Texas, a smiling giant heading the fabulous Costello empire.

WILLIAMS, OSCAR. The New Pocket Anthology of American Verse from Colonial Days to the Present. New York 20: Pocket Books, Inc. 1955. 640 pp. 50c. This original anthology is a comprehensive volume containing over 500 poems by more than 100 American poets. It is the third in the series of poetry collections edited by Oscar Williams for Pocket Books, Inc.; previous volumes are Immortal Poems of the English Language and The Pocket Book of Modern Verse.

Emphasis in this anthology is on the poetry of the twentieth century, although selections cover three centuries, dating from Colonial days. Mr. Williams explains in his preface that although such poets as Edgar Allan Poe, Emily Dickinson, and Walt Whitman gave to American poetry a distinct quality apart from its English heritage, only in the twentieth century does American poetry as a whole become a "genuine American expression." As he says, "Only when the many minor poets make substantial contributions to a literature and that literature has an expansive and indigenous audience can we make the claim of a homogeneous and important culture." Upon this theory, Mr. Williams has based his selection of a greater number of the more recent lights in the course of American poetry, including the younger poets of the 1940s and '50s. Available also in a \$3.00 hard-cover edition by World Publishing Co.

WILSON, W. E. The Raiders. New York 16: Rinehart & Company, Inc. 1955. 250 pp. \$3.00. Henry Clayburn, mayor of the Ohio River town of Crescent City, was too late to warn the townsfolk when he saw Confederate raiders crossing over from the Kentucky side. Fearing panic or a Copperhead uprising, he took no action—and then the trigger-happy band of cavalry was upon them. One or two missteps, three or four calculated insults, a fatal error—and the whole town exploded. It was then that Henry, as one man standing alone, had to make the most courageous decision of his life.

WYNGARD, RHODA. Winds of Change. New York 3; Aladdin Books. 1955. 191 pp. \$1.75. Who ever heard of women going to college or becoming doctors? George Potter, the only boy in a family of girls grew up at Oberlin where these and other "causes" were important—the "cause" of women's rights; the "cause" of free education. Of course he believed in all these things just as his mother and sisters did. With human and historical accuracy the author has portrayed a period and region that is too often neglected. The struggles of women for education and a place in the world is told, not through the lives of well-known leaders, but through the eyes of a boy growing up in a family of girls.

News Notes

WHITE HOUSE CONFERENCE ON EDUCATION—"Financing school expansion to meet today's educational crisis has caught the headlines, but it is only one of the important areas to be covered in the White House Conference on Education" Neil H. Mc-Elroy, Conference chairman and president of Procter and Gamble, stated before a group of more than 500 educators and businessmen in the New York City at the opening luncheon of Chemical Progress Week. Commenting that many people consider financing "to be the whole subject of the White House Conference program," Mr. McElroy declared, "That is not the case." He summarized conference goals as: (1) What do we want our schools to accomplish? (2) How can we organize our school systems more efficiently and economically? (3) What are our school building needs? (4) How are we to insure a sufficient number of qualified teachers? (5) How can we finance our schools? (6) How can we obtain a continuing public interest in education?

The White House Conference on Education, to be held in Washington, D. C., November 28—December 1, 1955, will follow local and state conferences on educational problems now being conducted in each of the states and in U. S. territories. Some 2,000 delegates will take part in the sessions, most of them representing and reporting for individual states.

According to Mr. McElroy, recent and projected population gains caused the President to ask for a national study of our education problems in his State of the Union message to the 83rd Congress in January, 1954. "Thirty years ago, "Mr. McElroy explained, "we used to figure on about two million babies being born each year; now this figure is roughly four million. And the experts tell us our population will reach well over 200 million by 1975." This increase in population, he said, is "one of our great blessings, and the chemical industry can properly claim much of the credit for the fact that it is a source of strength instead of trouble." Instead of poverty, starvation, and perpetual depression which have plagued some nations because of excessive population, he pointed out, "the ability to produce more food per acre, more goods per man-hour, more power per unit of energy enables us to meet the challenge of a growing nation and to press our standard of living constantly upward. "But," he declared, "the population that brings boundless opportunity to America also brings problems." Concerning education, he cited the following needs: the addition of two million teachers during the next ten years to meet an expected one-third increase in students; the expenditure of \$4-6 billion a year for operating expenses plus an estimated \$14 billion outlay for facilities by 1950.

In discussing further the subject of financing, McElroy observed that "inevitably the question comes up on the role, if any, to be played by the Federal government. I believe it important to say that the White House Conference Committee has reached no judgement on the question of Federal aid to education or on the solution to any of the other problems facing our schools. We approach these problems with no preconceived positions; one of the purposes of the whole program is to encourage full discussion of them, so that the public itself can decide how it wants to go." In his talk, McElroy underscored industry's stake in the White House Conference and expressed the hope that "its most important result will be an increased awareness of the educational problem on the part of business men, other public leaders and citizens in general."

RISING RURAL SCHOOL ENROLLMENT UNDER AGRICULTURAL CHILD-LABOR PROVISIONS OF THE FAIR LABOR STANDARDS ACT—Secretary of Labor James P. Mitchell recently hailed the marked advances in rural school enrollment which have followed the strengthening of the child-labor provisions of the Fair Labor Standards Act prohibiting employment in agriculture during school hours. Census figures show that, between 1951 and 1954, school enrollment of youth 10 through 15 years of age rose sharply in rural areas, bringing the percentage of school enrolled youth in such areas much closer to the urban percentage. During this period, enrollment of children 10 through 15 years in rural farm areas rose from 94 to 97 per cent while in urban areas the school enrollment figure of 99 per cent remained the same. From other sources come reports of improved attendance as well.

The child-labor provisions of the Act prohibit the employment of children under 16 years of age during school hours by farmers whose crops or products go into interstate or foreign commerce. The only exception is children working for their parents on the home farm. The purpose of these provisions is to allow children in farm areas the same opportunity to go to school that urban children enjoy. Last year the Labor Department's Wage and Hour Division investigators found 4,389 children under 16 employed during school hours in violation of the law on 1,993 farms. The great majority of these farms had not been investigated before, and most of the farmers came into compliance when the law was explained to them. Of the 4,389 children found working during school hours, educational information was available for 4,023. When the ages of these children are related to their grades in school, the effect of their work during school hours is apparent. Forty-eight per cent of the 4,023 children were in school grades below normal for their ages and 131 of them had never been to school. Of the 700 fifteen-year old children, 70 per cent were below their normal grade.

Mr Mitchell states that the progress in getting rural children into school results from a vigorous enforcement of the agricultural child-lagor provisions of the Act plus excellent co-operation from schools, employers, and the public. As understanding of the law has increased, compliance has improved. Progress has been particularly marked in getting migrant children into school in the communities where their families go for work.

An example of how farmers and local school officials co-operated with the law to give migrant children an opportunity to attend school in one community is the story of Hendersonville, North Carolina. Department investigators first made inspections in this area in the fall of 1952 and found many migrant children under the age of 16 employed on farms during school hours. The farmers told the investigators that they had hired the children because there was no school for them to attend. If the children could neither work nor go to school, their parents would leave the area and there would be insufficient labor to harvest the crops. Something had to be done to provide schooling for these children. The State Department of Education provided some funds and school authorities and farmers worked together to solve the problem. A building was located and additional certificated teachers were employed. The farmers agreed to underwrite part of the cost of the new facilities and to transport the children from labor camps to school and back again. The result was that in 1954 over 200 migrant children came into school who had not before been enrolled in school in this area. When the most recent investigations were made, the farmers were found to be 100 per cent in compliance with the law.

THE SCHOOL AND COLLEGE ABILITY TEST (SCAT)—Now, after years of research and development, the Educational Testing Service announces the publication of a new series of testing instruments that will have important uses in schools and colleges. These lists known as the School and College Ability Tests (SCAT) were normed last spring after four years of intensive research and developmental work. Forms appropriate

for use with students in the upper high-school grades and the first two years of college are now being offered for sale. The School and College Ability Tests, which will be the successors to the famous "ACE"—American Council on Education Psychological Examination—offer a new content, a new approach, and a greater usefulness in measuring the capacity of young people to undertake successfully their next steps in education.

The primary purpose of the School and College Ability Tests is a simple but important one: to assess the capacity of a student for successful study at the next higher educational level. Each test in the series is intended to help the educator to estimate generally how well prepared any student is to succeed in the academic work he will undertake in the next year or two. If the tests actually do serve this purpose in a given school situation, several kinds of useful applications will be possible in the planning and evaluation of instruction by teachers, in guidance of individual students by counselors, and in comparative assessment of the educational "product" by administrators.

The test content of the SCAT series was developed experimentally from an original battery of nine test types designed by a national committee of research experts. There are four subtests in each final form of the complete battery—two measuring verbal abilities and two measuring quantitative skills. The verbal subtests are: (a) sentence completion (a short-item reading test) and (b) vocabularly. The subtests in the quantitative area are: (c) computation skill and (d) quantitative reasoning. These four subtests obviously are measures of developed ability in skills importantly related to academic success—not tests of psychological characteristics or native intelligence. Experimental work with them indicates that they are likely to be at least as predictive of school success as measures of the more abstract kind and they have the advantage of measuring aptitudes in which students and parents are not emotionally involved. That is, these tests are useful predictors that the counselor can discuss in detail with the student.

Each of the SCAT complete batteries will yield three scores: Verbal (V)—based on 60 test items; Quantitative (Q)—based on 50 test items; and Total Score (T)—based on 110 test items. The complete battery must be used if seperate V and Q scores are to be obtained for individual students. For certain survey purposes a shorter form (containing only one each of the verbal and quantitative subtests) will be available. The survey form will yield only a total score.

The School and College Ability Tests are arranged so that a complete battery may be administered in a single session of 80-90 minutes (70 minutes testing time) or in two sessions of 40-45 minutes (35 minutes testing time). The student will work with an attractive and re-usable test booklet and an expendable separate answer sheet. The examiner will have directions for administering and scoring the tests, a scoring key, and appropriate record forms. The manual of directions also will contain a description of the characteristics of the tests, norms, and a section on interpretation of scores. There will be a separately published Data Book, loose leaf, which will aid the user in keeping current with research on the test as time goes by.

There are six forms of the SCAT series. At the college level there are (a) two forms restricted to use with students already admitted to college and (b) two forms for less restricted use, permitting administration to high-school students in certain situations; at the high-school level there are two forms available to qualified school purchasers.

Specimen sets of the new School and College Ability Tests are now available. Requests for specimen materials, or for further information about the new instruments should be sent to Cooperative Test Division, Educational Testing Service, 20 Nassau Street, Princeton, New Jersey; or 5640 Hollywood Boulevard, Los Angeles 27, California.

PAN AMERICAN—The Pan American Union of Washington 6, D. C., has available quite a number of publications that relate to the South American countries. One of these is Introduction to Latin American Countries Series. One information sheet on each of the 20 Latin American member countries of the Organization of American States, is available free of charge to teachers, librarians, and group leaders. Additional sets for classroom use can be ordered at the price of five cents each. They are Bosquejos de las Republicas de la O. E. A. which includes a sheet on the United States. Another publication is ! Que Rico! Recipes from Latin America available at 25 cents each. This is composed of over 75 receipes, one or more from each of the 20 Latin American Republics and Puerto Rico. They appear in an attractively illustrated, 30-page booklet. Each recipe has been carefully chosen with North American tastes and availability of ingredients in mind. These basic recipes for typical Latin American dishes, combined with the list of 21 herbs, spices, and other seasonings, offer a challenge few cooks can resist.

A NEW MODERN HIGH SCHOOL—Wachusett Regional High School, Holden, Massachusetts, which opened in September, 1954, has 38 classrooms, 5 science laboratories, an auditorium, gymnasium, cafeteria, faculty dining room, library, guidance and counseling rooms, homemaking laboratories, agricultural and industrial arts shops, health and administration offices. The school has a teaching staff of 39, clerical staff of 3, custodial staff of 6, and a cafeteria staff of 9, and the principal, Gordon Thomas. In grades 9-12 the enrollment in December, 1954 was 762. The estimated enrollment for 1955-56 is 934 and for the 1956-57 school year, 1,118. This gives some idea of the rapid expansion in this first regional high school in Massachusetts. Incidentally, the building has an estimated capacity of 900.

FOR THE COLLEGE-BOUND STUDENT—Your Opportunity is a guide to scholarships, fellowships, awards, prizes, and other financial aids to education and self-help. It is revised every other year. Originally planned for revision in April, 1955, the second edition will not be available before November, 1955. For complete information about this guide to scholarship, etc., aids write to Theodore S. Jones, Editor-Publisher, Milton 87, Massachusetts.

JOURNALISM WORKSHOP FOR TEACHERS AND ADVISERS—The second annual workshop for advisers was held by the Michigan Interscholastic Press Association at Haven Hill near Pontiac, Michigan, on March 25 and 26. Questions sent in advance by advisers attending were considered by members of the Department of Journalism faculty and Association officers in a round-table fashion. Informal sessions around the huge fireplace keynoted the successful two days.

COMICS SEEM TO BE IN THE FORE—The University of California made a study of the comic book industry. It was found that more money is spent annually by the public for comic books than for textbooks in the elementary and the secondary schools of the nation. Over a billion copies were purchased in one year, involving an outlay of 100 million dollars. This is four times the book budgets of all public libraries in the United States. It was also found that comics are read by 25 per cent of the high-school graduates, 16 per cent of the college graduates, and 12 per cent of the nation's teachers.

PRESIDENT'S COMMITTEE URGES EMPLOYMENT OF HANDICAPPED IN SCHOOL SYSTEMS—A pamphlet designed to acquaint school administrators at all levels with the advisability of employing physically handicapped persons in school systems has been published by the President's Committee on Employment of the Physically Handicapped. The pamphlet was prepared by the Public Service Committee of the President's Committee. Copies have been mailed to all state governors, inviting their interest and support in obtaining effective circulation.

The pamphlet points out that many thousands of physically handicapped persons are successfully employed in administrative, teaching, maintenance, service, and other school policies in line with the modern acceptance of the handicapped on the basis of ability, rather than disability. "By a reappraisal of school employment policies," Major General Melvin J. Maas, USMC Retired, chairman of the President's Committee, said, "it is positions and suggests that school administrators re-appraise their present employment conceivable that in many instances shortages of qualified teachers might be relieved or, at least, eased, if physical standards for appointment were more nearly related to the actual requirements of positions."

Prior to circulation of the pamphlet, the President's Committee met April 21 with a group of representatives of prominent educational organizations and received pledges of support in the campaign to acquaint school administrators with the desirability of including physically impaired persons in their future employment plans. Organizations pledging support included the National Education Association, American Council on Education, National Association of State Directors of Special Education, American Vocational Association, American Association of Colleges of Teacher Education, National Association of Secondary-School Principals, National Catholic Education Association, American Association of School Administrators, National School Boards Association, Inc., National Association of Land Grant Colleges and Universities, American University, and the National Rehabilitation Association. The Office of Education and the Office of Vocational Rehabilitation of the U. S. Department of Health, Education, and Welfare are arranging for distribution of the pamphlet to school administrators. The Bureau of Employment Security and the Veterans Administration are also arranging distribution through their field outlets for the information of local officials.

DRAMATIZED STORIES ON RECORDS—Young people are now able to hear on records 20 of their favorite Landmark Books, the historical series published by Random House, and now numbering 50 volumes. The latest recordings will dramatize The Louisiana Purchase, Pirate Lafite and The Battle of New Orleans, all by Robert Tallant, Mr. Bell Invents the Telephone, by Katherine B. Shippen, and George Washington Carver, by Anne Terry White. These four new Enrichment Records, like the previous 16, are complete dramatizations, authentically reproduced in every detail, including dialogue, sound effects, and music of the various historical periods, with well-known Broadway, radio, and TV actors playing the parts. Information about Enrichment Records may be obtained from Martha Huddleston, Director, Enrichment Materials, Inc., 246 Fifth Avenue, New York 1, N. Y.

TV SPOT FILMS—Under the title, Good Schools Make a Difference, ten 1-minute spots—sound on film—have been produced by Agrafilms for the National Education Association in co-operation with the affiliated state education associations. They have been fully cleared for TV use. Following is the text of each: (1) Because of the high birth rate, enrollments are soaring and we must have more classrooms and more teachers; (2) Whether or not we have the scientists we need a generation hence, depends on enough good science teachers today; (3) With too many pupils, the teacher hasn't "time to teach." Pupils' unanswered questions can mean wasted lives; (4) When good teachers must leave their jobs to earn a decent living, it's a case of "devouring our seed corn"; (5) Teaching is a good profession for young men of varied interests and talents and schools need more men teachers; (6) The modern school teaches reading far better than the schools of yesteryear; (7) Good schools teach spelling thoroughly—the words the pupils need to spell; (8) Good school buildings are vital to good instruction. We urgently need more good school buildings; (9) There's no place for the "swing shift"

in educating children. Every child needs a full-day program; (10) Planning schools to keep pace with community growth is essential. Some communities need help to do the job. For prices and further specific information write to: National Education Association, Division of Press and Radio Relations, 1201 Sixteenth Street, N. W., Washington 6, D. C. School administrators should interest their local TV stations in using these spots.

DRIVER EDUCATION—In the next five years, a potential crop of 350,000 new drivers will be professionally trained as the result of a three-month driver education teacher training program conducted in U. S. colleges and universities during the past summer by the Association of Casualty and Surety Companies. The Association sent staff members from its home and field offices to serve as principal instructors in teacher training programs in 10 colleges and universities. They also served as special consultants and instructors in 18 similar programs in other schools. Each of these classes graduated an average of 25 driver education instructors, and past experience indicates that they will in turn train an average of 500 new drivers each within the next five years. The total figure: 350,000 potential users of our streets and highways who will have been properly trained to drive as an indirect result of the Association's 1955 summer training program. The schools taking part in the 1955 program were located in California, Connecticut, Illinois, Indiana, Kentucky, Massachusetts, Minnesota, New Hampshire, New York, Ohio, Pennsylvania, and West Virginia.

Driver education teacher training had its start in Bergen County, New Jersey, in 1932 when Dr. Herbert J. Stack, now director of the Center for Safety Education, New York University, held the first workshop in teacher training and program planning. Since then the program has grown until during the 1953-54 school year, 8,000 schools had enrolled more than 700,000 students. Since its beginning in the early 1930's, the Association's program alone has been responsible for more than 10,000 teachers receiving special training and instruction.

A NEW FILM ON CIVIL LIBERTIES-A timely and dramatic discussion stimulator film, cleared for TV, has been released by the Board of Social and Economic Relations, 740 Rush Street, Chicago 11, Illinois. This film, entitled The Sound of a Stone, is the story of a young high-school teacher who is brought under suspicion because a book he had recommended is thought to be subversive. Like the spreading ripples from a stone thrown into water, the waves of rumor, gossip, and hate touch shores for which they were never intended. Although leaders of the community and the parent who made the accusation try to undo the wrong, the reverberations continue in sinister and startling ways. Points of emphasis include: (1) there are normal and spiritual foundations under our civil liberties; (2) great damage is done by false accusation; (3) it is difficult if not impossible to erase the havoc created by false rumors; (4) our civil rights are not preserved and expanded by one meeting, or one speech, or one sermon, but continuous and vigorous effort is required; (5) the opportunity to dissent, to teach, to learn is basic to democratic life. This film, entitled The Sound of a Stone, is available on a rental or a lease basis in color or in black and white. Rental: Color, \$10.50; Black and White, \$6. -Lease (For the life of the print): Color, \$210; Black and White, \$120.

SECONDARY EDUCATION'S ROLE—What are the responsibilities of secondary education for helping young people to prepare for the skilled and technical jobs that are so essential in our complex technology? The National Manpower Council indicates several:

1. Strengthening basic skills programs—Employers hiring young workers below the professional level are more interested in good work attitudes and training in fundamentals—reading, oral and written communications, and basic mathematical operations—than in

special skills and aptitudes. Fifty-six high-level executives who participated in conferences held by the Council were in overwhelming agreement on this point. They were generally indifferent to the vocational training of skilled and technical workers at the secondary-school level, though they did not object to vocational training if it did not interfere with instruction in the fundamental skills listed above. The National Manpower Council itself recommended that students be permitted to specialize intensively in vocational subjects only after they have completed two years of high school.

2. Keeping youngsters in school until high-school graduation—In all areas except the South, employers are becoming increasingly reluctant to hire young workers who do not have high-school diplomas, particularly if these later may move up to skilled and technical jobs. Specific high-school courses of study are considered less important than possession of a diploma and good grades. Graduation from high school with a good record is regarded by employers as an indication of basic intelligence, good motivation, and ability to absorb training. Need for such qualities is underlined by the increasing complexity of machines and processes and the frequent retraining of workers made necessary because of changes in methods of production.

Copies of the National Manpower Council's statement and recommendation, reprinted from A Policy for Skilled Manpower, are available on request, from the National Manpower Council, Columbia University, New York City. In these days of automation and complex technological changes, understanding and helping youngsters understand the job opportunities that result from these changes become major concerns of counselors and all those aiding youth in planning for the future.—Guidance Newsletter, Science Research Associates, Lyle M. Spencer, Director, 57 West Grand Avenue, Chicago 10, Illinois.

SAFETY COMMISSION FILM AWARDED CERTIFICATE—Fire in Their Learning has received a Recognition of Merit Certificate in the Golden Reel Film Festival, a film produced by the National Commission on Safety Education of the NEA. Two purposes of the Film Festival, sponsored by the Film Council of America, were to promote the use of 16mm films for recognition which in the opinion of screening committees show exceptional merit. Committees screening the films represented many areas of educational and film groups. Final selections were made in several subject areas after having been screened by stages in an elimination process. The top award in each category was designated as the Golden Reel Film. Recognition of Merit Certificates were awarded to 59 films from a large number submitted in each category. Content, background, and purchasing information on the film may be secured by writing to the National Commission on Safety Education, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C. Prospective purchasers may write to the Commission for an opportunity to preview the film.

FIRE LOSSES REPORTED—Estimated fire losses in the United States during April were \$78,632,000, the National Board of Fire Underwriters reports. This loss represents an increase of 0.9 per cent over that reported for April, 1954, and a decrease of 10.8 per cent from that for last month. Losses for the first four months of 1955 now total \$327,140,000, a decrease of 0.3 per cent from the first four months of 1954.

COMMISSION PANEL DISPLAY AVAILABLE—Educational organizations desiring to exhibit the panel display of publications of the National Commission on Safety Education of the NEA, Washington 6, D. C., are invited to write for an application form. This display, which includes a sample set of Commission publications, is available for the return express charges.

THE THOMAS ALVA EDISON FOUNDATION—When Tom Edison was seven, he tried to hatch a basket of eggs with the warmth of his body. At eight, he stuffed

two little boys with seidlitz powder, hoping the gas would make them fly. At 15 he rescued a Michigan station master's son from death. The grateful father taught Edison telegraphy. The next year, when the cable between Ontario and Port Huron broke, young Tom used a locomotive whistle to telegraph across the river.

From his curiosity, imagination, and tenacity came a creative wealth; the vote recorder, stock ticker, automatic telegraph, wax paper, mimeograph, microphone, phonograph, electric light, dynamo, ore separator, electron tube, induction wireless, dictating machine, motion picture camera, fluoroscope, storage battery, rotary cement kiln, mine safety lamp, and hundreds of new instruments for mankind's knowledge, pleasure, and use. His works launched industries, sped communication, enriched comfort, and advanced culture.

Edison was not alone. The story of America is a saga of free men inspired to greatness by the challenge of work to be done, of needs to be met. Edison's legacy exemplifies America's true strength—that hard work under conditions of freedom serves all the people and the nation.

Are our youngsters today far different from young Tom Edison, young Orville Wright, and others who changed the world? Thousands of our future leaders seem lost in a complex world. They see gangsters, spies, "wise guys," and killers glamorized and domestic and social frustrations around them. It is small wonder that juvenile crime, alcoholism, and drug addiction have risen alarmingly.

Will our youngsters be equipped to meet the responsibilities ahead of them? In the present world struggle our enemies are inspiring their youth toward regimented service. In the race for technical superiority, the Soviet Union produced 54,000 engineers last year. We graduated 19,000 compared with estimated national need for 50,000.

What ideals do our mass media—the 22 million comic books sold every month and the television shows seen by millions—offer U. S. boys and girls? We must constructively challenge the imaginations of our young people. We must stir their minds and hearts to rise to the great traditions which are our heritage.

The Thomas Alva Edison Foundation, 8 West 40th Street, New York 18, New York, was founded to carry on the tradition of Thomas A. Edison and make it meaningful, particularly to the nation's youth. Several years ago the decrease in the number of young people embarking on scientific and engineering careers caused grave concern in both industrial and governmental quarters. The Foundation called leaders of industry and education together to help solve this problem. Five annual institutes of educators, scientists, and industrialists have been held by the Foundation, in co-operation with seventeen national science and engineering societies. Through these, and other efforts, the Foundation has become one of the recognized leaders in the vital work of encouraging United States youngsters toward careers in science and engineering. When the problem of the rapid increase in juvenile delinquency became apparent, the Foundation added a Youth Program to its activities. A primary aim of this program is to demonstrate to the producers and sponsors of the mass media that it is good business and good citizenship to raise the standards and quality of the material influencing the youth of our country. The Foundation will co-operate in this program with leading national organizations so as to reach our young people at the local level. The goals of the Thomas Alva Edison Foundation are ambitious. Advice and active assistance are assured from persons who have spent their lives making constructive contributions to the fields of concern. The Foundation now seeks to widen its membership to include citizens in all parts of the country who will identify themselves with the work, who will follow progress, and who will give their personal and financial support toward its realization.

The ultimate strength of the Youth Program must rest upon citizen participation. The Foundation now seeks individual, family and corporate members to make the expanded program a true partnership of Americans across the breadth of our land, representing every occupational, regional, and social interest. The youth of the country are America's future. Membership in the Foundation is as follows: Contributing \$10; Associate \$25; Participating \$50; Sustaining \$100; Supporting \$250; Fellow \$500; Patron \$1,000 or more. Gifts in any amount will be welcome.

CANNED WATER—Emergency drinking water sealed in metal cans may very well become vital in our national and civilian defense, according to the American Can Company. Cans similar to those which have successfully handled juices and many other beverages seem to be the most satisfactory.

Elimination of oxygen and addition of an inhibitor make possible the use of tin-plate cans without affecting the appearance of the water. Bodies and ends of cans for the armed forces are given an exterior coating of camouflage lacquer after processing to protect the outside of the cans from rusting and to prevent reflection of sunlight.

In addition to the military needs, canned water has been brought by defense-conscious civilians through several large department stores in coastal cities of the United States. Hospitals and civil defense units have also stored canned water for possible use in future emergencies since large areas of the country are supplied with water from surface sources which are vulnerable to atomic attack.

STUDY SCHOOL CHARACTERISTICS RELATED TO ACHIEVEMENT AND ABILITY OF STUDENTS—Educators have long believed that the quality of the educational experience which schools provide children is reflected in their achievement on standardized tests. However, good evidence on this point has been lacking. A recurring difficulty in comparing achievement test results for different schools has been the lack of comparable aptitude test data for the several schools.

A study at ETS has been gathering data bearing on this and similar questions. This School Characteristics Study, under the direction of William G. Mollenkopf and S. Donald Melville, has attempted to determine what school, parent, and community characteristics are related to the performance of secondary-school students on aptitude and achievement tests.

As might well have been expected, the aptitude of the students in a high school predicts their average performance on achievement tests considerably better than do various school, parent, and community factors. Yet certain of these characteristics actually do add to the effectiveness of the prediction obtained from aptitude level alone. Among these predictive items are: the percentage of the school's students going on to college (the higher the better; the size of the average instructional class (the smaller the better); and the presence (good) or absence (bad) of a library in the community.

In carrying out this study, aptitude and achievement tests were given to ninth- and twelfth-grade students in more than a hundred high schools, and the average score for each school was obtained in each case. These average scores were then related to a great many school-parent-community characteristics. The aptitude and achievement means correlated .90; adding the items mentioned above gave a multiple correlation with achievement of .92. (The items themselves correlated .59 with achievement.) The study is not quite complete, but the results have already had an effect on the plans for the norming of New Cooperative Test Division offerings.—ETS Developments, May, 1955.

"TESTING BY EAR" AFFORDS NEW BREADTH OF MEASUREMENT— Whether a student studying a foreign language can understand the language as it is spoken is probably as important as whether he can read it, or whether he can supply the correct form of some particular irregular verb. Yet it is only recently that standardized measures of aural comprehension in various foreign languages, suitable for administration to large numbers of students, have been developed. Aural comprehension tests in Spanish and German will be included in the College Board Placement Test Program for the first time this fall. A test of aural comprehension in French made its debut in the Placement Test Program last year.

The prototype for these tests was the Barnard-Yale Aural Test, an objective test in the aural comprehension of French, which was developed around 1952 through the interest of the Bernard-Yale Conference on the Teaching of French. Two forms of the test were constructed by Nelson Brooks of the Westover School with the aid of other members of the Conference; when administered informally at various schools and colleges, they evoked such an enthusiastic reaction that Mr. Brooks offered the test to the College Board. A trial administration in 1953 of the Bernard-Yale Aural Test Form A (which was made up of the best questions from the two previous forms) indicated that it correlated satisfactory (around .51) with the instructor's subsequent rating of the aural skill of the student; Form A is the forerunner of the Board's present test of aural comprehension in French.

Encouraged by the success of efforts to measure the student's ability to understand French as spoken, the College Board's committees in Spanish and in German decided to develop similar tests. These have now been carefully pretested. Two forms of each test are now available.—ETS Development, May 1955.

SCHOOL BUILDING REQUIREMENTS—The Virginia Minimum Requirements and Standards for School Buildings says: "All classrooms and any laboratory, lecture or demonstration-type room shall be designed for audio-visual instruction and the structural equipment shall be roughed-in or provided that will facilitate installation of the finished room-darkening equipment after completion of the building. The type of room-darkening equipment should, therefore, be determined during the preliminary stages of planning or before the final drawings and specifications are completed."

NEW EDUCATIONAL FILM CATALOG—Sterling Educational Films, a division of Sterling Television Company, Inc., has recently released a new film catalog. This 18-page booklet is the culmination of a year's work in re-evaluating, classifying, and organizing Sterling's 16mm non-theatrical film library. With new titles still being added, this new edition is a comprehensive and current listing of black-and-white and Kodachrome subjects available for outright sale. In addition, a pamphlet outlining Sterling's services to the Audio-Visual field has been prepared. Copies of this manual as well as the catalog are available on request, free of charge, from Sterling Educational Films, 205 East 43rd Street, New York 17, New York.

BELLE SCHOOL LOOKS TO FUTURE WITH STUDENT TEACHERS—In response to the urgent need for elementary teachers throughout the country, Belle High School, Belle, Missouri, has introduced a new training course to encourage graduating seniors to consider a teaching career. The students participating receive no credit toward graduation, but observe and learn some of the problems and advantages of the class-room teacher before accepting or discarding the profession.

Before acceptance, interested high-school seniors are carefully screened on scholarship and personality, and are interviewed by the superintendent. He determines the extent and quality of their interests and attitudes toward children and teaching. Curiosity seekers are eliminated. Those selected must show definite promise. After acceptance, they are presented and assigned specific rooms under the regular classroom teacher who directs and

supervises their activities during the one-hour period allotted. At no time are they left without supervision.

Though the program is still in its infancy, Belle has already seen evidence that it will be beneficial to both the prospective and regular teachers. Since teachers are, almost without exception, overloaded on a pupil-teacher basis, the student-teacher can be assigned small groups of either abnormally slow or fast students and, thereby, can give attention to individual instruction adapted to the needs of the group.—School and Community, Missouri State Teachers Association, March, 1955.

STATISTICS COMPILED ON SMALL HIGH SCHOOLS—A survey of Missouri high schools with enrollments between 100 and 120 was recently conducted by Rene D. Hunt, Superintendent of Schools at Brashear. Fifty-three questionnaires were mailed, and statistics were compiled for 39 schools that responded. The average high school of 100-120 pupils has 7.5 class periods each day, each about 45 minutes in length. It has seven study halls, but 71 per cent of the average of 7.7 teachers in each high school like class periods better than conducting study hall.

Sixty-one per cent of the school administrators feel that most disciplinary problems come from study halls, and from 90 to 100 percent want few and small study halls. The average number of pupils in each study hall is 26. Teachers in these small high schools do a good job of supporting teachers' organizations: 70 per cent attend district teachers' meetings, and 56 per cent go to the state meetings. Eighty per cent have a functioning principal, but only 43 per cent have a functioning elementary principal. Sixty-one per cent employ a full-time secretary; 17 per cent a part-time secretary.

The superintendent gets an average salary of \$4,889 ranging from \$3,600 to \$6,040. The principals receives about \$3,372. Other salaries: elementary principal, \$2,671; vocational agriculture, \$3,849; vocational home economics, \$3,030; general home economics, \$2,760; industrial arts, \$3,011; and music, \$3,460.

The average salary for teachers is \$2,862. The coach gets about \$3,260 but usually has to teach one or two other subjects, generally social studies.

The elementary teacher with a degree gets about \$2,354. With no degree, she gets an average of \$2,198.

Seventy-five per cent of the schools with between 100-120 pupils play football. Athletics are self-supporting in 94 per cent of the schools. Eighty-four per cent hold practices during a regular class period, and 85 per cent also have after school athletic practices.

The average salary for bus drivers is \$900; for janitors, \$2,193. Ninety-four per cent have a school lunch program and 83 per cent a milk program.

Seniors have a play in 94 per cent of the high schools, a senior trip in 86 per cent, senior banquet in 81 per cent, and junior-senior banquet in 53 per cent. Sixty-two per cent of the senior trips are taken in Missouri, but only 55 per cent of the school administrators believe a senior trip to be worth the time and trouble.

Money earned by seniors is generally used also to pay baccalaureate and commencement speakers. Seventy-five per cent of the schools have a PTA and 56 per cent have regular faculty meetings, usually every three weeks.

Ninety-two per cent publish a yearbook and 61 per cent a school paper which comes out every three weeks. The paper's circulation is about 200 copies. Thirty-three per cent publish some sort of handbook. The clubs most students belong to in small high schools are FHA, FFA, Pep Club, and Student Council.—School and Community, Missouri State Teachers College, March 1955.

ABOUT GRADES 7-8—Recognizing the need for a special study of educational practices for grades seven and eight, the U. S. Office of Education, after intensive research, has compiled a valuable booklet for school supervisors, administrators, and teachers. Seventy-six schools were visited and the officers and seventh and eighth-grade teachers observed and interviewed. A compilation of the material thus derived reports the characteristics and needs of the students, desirable programs, school practices, and ways schools work with parents and the community, all in relation to the seventh- and eighth-grade students. Some directions in which schools need further help are also indicated. For a copy of Educating Children in Grades Seven and Eight, send 35 cents to the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

THE READING-EST ARMY—Col. L. W. Jackson, in an article in the May, 1955, issue of Army Information Digest, reports that "During World War II, book stocks in the Continental United States grew from about 570,000 volumes to a peak of around eight million in 1944. In addition more than one hundred million paper-bound pocket-sized books and 265,000,000 specially printed magazines were distributed to troops overseas and to hospitalized personnel. At the peak of library operations just after World War II, approximately 800 librarians were employed in some two thousand post and field installation libraries. The Korean campaign caused a change in the program, when it became necessary to serve troops in that far-off area. At the height of that operation, 240,000 books and 364,000 individual magazines in regular commercial editions were distributed monthly. The Army library program today is so organized as to provide ready access to adequate quantities of up-to-date reading and allied materials in all subject fields. Army personnel are encouraged to use its resources for information, education, recreation, reference, and bibliography. Success of the program is evident in its intensive use by Army personnel everywhere."

HOW GOOD ARE YOUR STATE CHILD LABOR LAWS—It has become the fashion for students in high school to work part-time. In October, 1953, 2 million youngsters 14 through 17 years of age were employed, and 2 out of 3 of these were enrolled in school. Part-time jobs under proper conditions and for suitable hours may provide useful exploratory experiences for boys and girls. They may also give young people an opportunity to earn the money that enables them to stay in school. But according to Census estimates, one in seven of the employed students works 35 or more hours, or a full work-week, in addition to the time spent in classes. One wonders when these youngsters do their homework, and whether they get the most out of their years in school.

Some time ago, a Washington newspaper reported that a 13-year-old boy had come before the judge because he had stolen \$100 from his employer. "I got so mad," the boy said, "because I worked from 3 P.M. to 3 A.M. for 75c a day that when I found that money, I took it."

Some of the jobs that are open to part-time workers are in industries that are least well regulated by state laws and not covered at all by Federal laws. One 15-year-old boy who was falling asleep while in school was found to be working for an ice company from 4 P.M. to midnight. A 14-year-old boy in a southwest state lost an arm while working in a local laundry—legal employment in his state. Federal laws do not regulate employment in such local industries.

Through the years certain standards for the employment of school-age youth have won support because experience has shown them to be reasonable and right. By resolutions passed at conventions and work with state legislatures, organized labor has supported

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these standards. They have been embodied in our national policy on employment of school-age youth. The International Association of Governmental Labor Officials has recommended them as standards that ought to be followed in state child-labor legislation. Briefly, these standards recommend: A minimum age of 16 years for employment during school hours and for factory employment at any time.—From an article by Paul E. Gurske, Director, Bureau of Labor Standards, U. S. Department of Labor, which appeared in the Machinist Monthly Journal, March, 1955.

BETTER SCHOOL DESIGN—The April, 1955, issue of *The School Executive* contains an article entitled "Toward Better School Design" by Archibald B. Shaw in which he discusses an architect's observations on planning the school plant. Included is a panarama of 100 new schools. Those concerned with new schools should find this report both interesting and informative.

HOME PRACTICE AND DRIVING SKILL—The Traffic Engineering and Safety Department of the American Automobile Association, 1712 G Street, N. W., Washington, D. C., made a study of the effect of home practice on automobile driving. In most high-school driving classes, students get about 36 hours of classroom instruction and 8 hours of behind-the-wheel practice. In addition to this, many students have an opportunity to practice at home on the family car before enrolling in the course and while taking the course. Teachers of 23 high-school driving classes submitted the names of 1,365 students together with an estimate of the hours of practice driving in the family car for each student and a rating of each student's driving skill at the end of the course. In 21 of the 23 classes, there was a positive correlation. The average correlation co-efficient was 3786, indicating that in general, practice on the family car helps develop more skillful drivers.

HEART CARTOON FILM—Pump Trouble, an animated cartoon film about a worried little man who thought he had heart disease, had its New York premiere last April at the Johnny Victor Theatre, 40 West 49th Street, under the auspices of the American Heart Association. A 13-minute film to help dispel exaggerated fears and misconceptions about the heart diseases, Pump Trouble is designed for the general public. The picture was produced for the American Heart Association by United Productions of America (UPA).

The film recounts how its anxious hero, Cordell Pump, conjures up a fancied heart attack from a touch of indigestion, a measure of fatigue, and a large dose of misinformation about the heart diseases. His misconceptions lead Mr. Pump to quit his job and practically resign himself to a life of invalidism or worse before visiting his physician. Fortunately, a thorough physical examination reveals the true nature of the patient's ailment—an over-active imagination. The film dramatically points up the fact that only a physician can determine whether or not a person has heart disease. Mr. Pump also learns that many other notions he has about heart disease are mere myths. For complete information about the film write to the American Heart Association, 44 East 23rd Street, New York 10, New York.

TEENAGE PLEDGE—Several hundred teenagers in Chicago recently took a pledge under the leadership of U. S. District Judge William Campbell. The pledge reads: "I promise to respect my parents and act so as to bring them honor; to cherish my school, for it gives me the tools by which to think and work; to keep out of trouble and help others stay on the right track; and to serve God, to be a credit to my country, and to make my community a better place in which to live."—Edpress Newsletter. April 4, 1955.

LIBRARY OF CONGRESS ISSUES 3 NEW RECORDS OF FOLKTALES—Twenty-eight animal tales from American folklore—told in the rich and colorful Gullah dialect



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The Encyclopedia MERICANA

The International Reference Work 2 West 45th Street, New York 36, N. Y. of the South Carolina and Georgia coastal islands—are featured on three new, longplaying records issued by the Library of Congress under a grant from the Carnegie Corporation of New York. They include many of the tales Joel Chandler Harris made famous originally in his Uncle Remus stories.

The stories are told by Albert H. Stoddard (1872-1954) of Savannah, Ga. in the Gullah dialect that he elarned in childhood. The word Gullah is presumed to be a corruption of the word Angola—the African country from which many early slaves were brought to America. The dialect represents their efforts to acquire the language of

their masters, and the process was essentially one of shortcutting.

Mr. Stoddard's versions of the tales, which he learned on Daufuskie Island, differ markedly from the ones told by Harris in the Uncle Remus stories, although the base for them is the same; they are valuable, therefore, not only as a record of the Br'er Rabbit stories but also for comparative study with the versions collected by Harris and others. It is believed that the Library's recordings of the animal tales are the first to be issued in Gullah. Each record is accompanied by a full transcription of the texts of the stories and sells for \$4.50 plus tax; they may be purchased from the Recording Laboratory, Library of Congress, Washington 25, D. C.

ASSISTANTSHIPS IN GERMANY—Opportunities to serve as English language assistants in the secondary schools of the Federal Republic of Germany are open to American graduate students or teachers under the International Educational Exchange Program of the Department of State, it was announced by Kenneth Holland, President of the Institute of International Education, 1 East 67th Street, New York City. Under the German assistantship program, American students will serve as assistants to teachers of English and will be assigned to institutions in German cities. Successful candidates will have an opportunity to gain teaching experience and at the same time to undertake courses of study or research at German universities. Assistants selected for this project usually will not teach regular classes, but will conduct conversational exercises and sponsor English clubs and workshops on American history and literature. Awards are for the 1956-57 academic year. The closing date for application is October 31, 1955.

Basic requirements for the assistantship awards are: (1) United States citizenship; (2) a bachelor's degree or its equivalent at the time the award is taken up; (3) working knowledge of the German language; (4) age 35 years or under; (5) good health. The U. S. Educational Commission in the Federal Republic of Germany would prefer for these posts young Americans with some teaching experience and a master's degree. Candidates with preparation in the fields of English or history are desired. Applicants should have broad experience in extracurricular as well as academic activities. They should be well-informed about American history, institutions, and educational practices. Successful candidates for the assistantship positions will be awarded Fulbright grants, payable in German deutschmarks, which cover travel, tuition, maintenance, books, and incidentals for a full academic year. Graduate students who are now enrolled in academic institutions should apply to the Fulbright Program Adviser on campus. Other candidates should apply to the Institute of International Education, 1 East 67th Street, New York City.

Final selection of Fulbright grantees is made by the Board of Foreign Scholarships appointed by the President of the United States. The Institute of International Education, has been designated by the Board of Foreign Scholarships and the Department of State to screen applications for study abroad. The program of German assistantships is separate from the interchange of German and American teachers under the State Department International Educational Exchange Program. the NEW KEYSTONE

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DESK CALENDAR FOR SCHOOL YEAR 1955-56—A School calendar for 1955-56 has been prepared by the American Jewish Committee, 386-4th Avenue, New York 16, New York. Single copies of the calendar are available for ten cents each but shipping charges are added on quantity orders with no reduction for quantity orders. The calendar has been published for the past six years. It indicates the chief holy days, legal holidays, and dates of religious and patriotic observances, primarily to aid teachers when scheduling examinations, registrations, assemblies, and other school functions. The calendar also serves to provide understanding of the different ways of worshiping God as practiced by the Protestant, Catholic, and Jewish faiths. Such patriotic observances as Citizenship Day have been included, because of their educational value.

A BIBLIOGRAPHY ON GUIDANCE—A six-page mimeographed listing of materials for use of educational and vocational counselors is available from Russell J. Fornwalt, Vocational Counselor, Big Brother Movement, 33 Union Square West, New York 3, N. Y. for five cents per copy. This bibliography contains a listing of pamphlets, books, and sevices on guidance, including name, address, price and other details about each listing. The bibliography is entitled School Information Sources for Educational and Vocational Counselors.

A RELIEF MAP OF CALIFORNIA—A big, colorful, relief map of California has been published by Aero Service Corporation, Philadelphia, world-wide aerial mapping company. The new map, printed in eight vivid colors on heavy plastic and formed in third dimension, puts many facts right at your fingertips. It is 41 by 47 inches. Its scale is one inch equals 16 miles (or a ratio of 1:1,000,000). The distance between Los Angeles and San Francisco on the map is 22 inches, or 352 air miles. A conventional plaster model of this size would weight over 200 pounds; this Vinylite map weighs only two pounds. The may surface has been plastic-coated so it can be marked freely with china marking pencil or wax crayons. Marks, dust, and fingerprints wipe off easily.

The Golden State's 158,000 square miles are an ideal relief model subject because of the variety and complexity of the land forms. This new map shows the whole sweep of the State, from the Coast Ranges and Great Central Valley to the Sierras and desert areas. Mt. Whitney stands up nearly three quarters of an inch above the lowest point on the map, Death Valley, less than 90 miles away, whose elevation is 283 feet below sea level. The map extends about 75 miles beyond the California border into Nevada, including the Reno-Lake Tahoe area and the Las Vegas-Lake Mead area. Its southern coverage includes the Tijuana-Agua Caliente area.

Highways are shown on the map in red; railroads and place names in black, and the lakes and ocean in blue. The state seal is carefully reproduced; it is 4½ inches in diameter, and is an appropriate golden brown. The map frame, which is an integral part of the map, is light tan.

This California map is one of a series of relief maps produced by Aero Service Corporation geographers and engineers. Others are the United States, Venezuela, New Jersey, Canada, and Europe. Other Continent maps are being planned. The relief map of California costs \$45. It may be ordered from Aero Service Corporation, Philadelphia. Additional information can be secured by writing to E. E. Dando, Aero Service Corporation, 68 Post Street, Room 420, San Francisco 4, California.

The Comprehensive High School

By Franklin J. Keller, Principal, Metropolitan Vocational High School, N.Y.C.; Author of "The Double-Purpose High School"

The increasing recognition of the so-called comprehensive high school in more and more American communities gives special timeliness to this intensive study of the high schools across the nation which have been organizing their instructional programs along comprehensive rather than specialized academic or vocational lines. Here is an analysis, appraisal and program which will be invaluable to all school systems concerned with broadening their curricular programs toward "comprehensive" opportunities for students with varying interests and educational needs. " . . . deals provocatively and thoughtfully with important issues."—I. JAMES QUILLEN, Dean, School of Education, Stanford University.

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By Glyn Morris, Director of Guidance, Board of Cooperative Educational Services, Lewis County, N. Y.

This frank, human story of how a former principal evolved a practical program of educational and vocational guidance in a small school is more than a book on guidance. It is as well, "a resource in curriculum improvement. True, Morris and his teachers grew in their concepts and practices in guiding youngsters, but the greatest growth came in the kind and quality of experiences of the youngsters . . . This, by usual definition, is curriculum improvement. In the details of development of an educational program this book has an unusually fine contribution to make."

—A. HARRY PASSOW, Assistant Professor of Education, Teachers College, Columbia University.

ANNUAL CONVENTION OF ENGLISH TEACHERS—The National Council of Teachers of English will hold its annual convention in New York City on November 24, 25, and 26, 1955. Margaret A. Nolan has been asked to serve as chairman of a committee planning a program of school visits for those who will arrive in New York before the convention opens and who may want to observe classes in schools in the Metropolitan area. Persons who are planning to attend the convention and wish to visit some New York schools before the convention should write to Miss Margaret A. Nolan, Chairman, Committee on School Visits, Board of Education, the City of New York, High School Division, 110 Livingston Street, Brooklyn 1, New York, for full particulars.

COMPARISON OF ENCYCLOPEDIAS—Laurance H. Hart, has just compiled his 55th edition of his evaluation and informational fact sheet of encyclopedias. Contained in the list are 36 different sets. The chart presents the following data on each encyclopedia listed: title, publisher and address, copyright date, number of volumes, total number of pages, price of set, average price per 100 pages in the set, number of words, number of headings, number of illustrations and maps, ages for which suited, accuracy of data, strong points, and comments. Copies of this chart may be secured from Mr. Hart, 14 West Walnut Street, Metuchen, New Jersey, for 25 cents each and a self-addressed stamped envelop. Additional copies are 10 cents each. Also available from the same source and at the same rates is a similar chart for dictionaries.

"YOU ARE THERE" AND "THE SEARCH" TV AVAILABLE TO SCHOOLS—Two of the outstanding educational program series in television, "You are There" and "The Search," are now available for private showings by schools, public libraries, community groups, and religious, civic business and industrial organizations throughout the country, as a result of a distribution agreement between CBS Television and Young America Films, Inc. The exclusive distribution rights granted by CBS Television to Young America Films is for non-theatrical and non-broadcast use of 39 "You are There" programs and for the entire 27 programs of "The Search" series. The films for distribution will be 16mm. They will be serviced in the United States and all its possessions and territories and in Canada.

Twenty-six of the "You are There" programs and all "The Search" programs are now available for distribution. The remaining 13 "You are There" programs will be released in mid-December. Young America Films, Incorporated, is one of the foremost producers and distributors of educational films in this country. Established in 1945, the company has won many top awards in the 16mm film fields: an award by the Film Council of America at its annual Golden Reel Assembly; an "outstanding achievement" award by Freedom's Foundation Valley Forge; and an annual Scholastic Teacher award for one of the 10 best educational films.

COLUMBUS DAY OBSERVANCE ANNIVERSARY—"Throughout the Western Hemisphere let's recognize our Pan American solidarity by appropriately celebrating Columbus Day as the holiday commemorating the discovery of the New World. Let us realize that we in the Americas have a common being, that we are living together as good neighbors, and that with technical progress and the passage of time we are becoming more closely linked. Let us take note of our historic brotherhood on this appropriate anniversary and take steps to strengthen it." This is the proposal of the newly formed National Citizens Committee for the Celebration of Columbus Day, composed of educators, statesmen, businessmen, churchmen, women leaders, labor leaders, and other citizens of the United States.

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Columbus Day has long been observed by Latin Americans as a time for strengthening brotherhood among the nations of the Americas and has become an important national holiday. It is important that United States citizens recognize the symbolic importance of Columbus Day among our neighbors to the South and observe this day as a means of creating better understanding and warmer relations among the people of all the Americas. Chairman of the Education Committee is Merrill F. Hartshorn, Executive Secretary, National Council for the Social Studies. Sister Mary Janet, S. C., Commission on American Citizenship, Catholic University of America, is co-chairman. It is planned that the education programs will be continuing and will extent beyond the Columbus Day observances. Commenting on plans for the Columbus Day observances, Education Committee Chairman Hartshorn said: "October is a logical time for schools in this country to study their neighbors in the South. This can be accomplished in many different classlanguage, art, music, and especially the social studies, through study of the history, geography, politics, economics, and culture of American nations. Such a program will be timely and will provide appropriate resource materials for projects in international relations that may be carrier throughout the month of October. It will also provide an opportunity to study the Western Hemisphere as a family of nations. Celebration of Columbus Day itself will serve simply as a stimulating force to initiate studies of Latin America in the months ahead. The Education Committee believes that a greater understanding of Latin America will further hemispheric solidarity. All of us are here because Columbus discovered a New World. The majority of us come from Europe. We may differ in language, customs, and laws; but in our love of liberty and our habit of looking forward we are much the same, whether North or South Americans."

Some of the helps to which schools and colleges may turn in planning teaching units on Inter-American friendship include the following:

- Short List of Publications. Division of Publications, Pan American Union, Washington, D. C. FREE. List includes attractive booklets on Latin American countries. Generally 10c each. Also Film List of Pan American Union. FREE. Films may be borrowed with no charges except transportation costs.
- Useful Bibliography and References on Latin America—Books, films, recordings, pamphlets, posters, maps, etc. FREE. Write Miss Majorie C. Johnston, American Republics Section, Division of International Elucation, U. S. Office of Education, Washington 25, D. C.
- Suggested School and College Program on Latin America and Columbus Day. FREE. National Citizens Committee for Columbus Day, 1192 National Press Building, Washington 4, D. C.

LOAN EXHIBIT OF PHOTOGRAPHS—Pierre Donzelot, Director General, French Ministry of National Education, Permanent Representative of French Universities in the United States, 972 Fifth Avenue, New York 21, New York, calls attention to a loan exhibit of photographs of French marionettes. More than 60 different marionettes are shown, most of them being original creations by members of the marionette school of Marcel Temporal. Puppets include Bécassine; "le petit prince;" Antonio and Rosita, Spanish dancers, Gavroche and Cosette of "Les Misérables;" one of the Seven Dwarfs of Snow White; some animals, and one panel containing photographs of Harlequin, Polichinella, etc. There are twenty-one carepboard panels, each 22½ x ½ inches; shipped by express, they weigh only 40 pounds. These photographs have been generously loaned to this country

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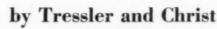
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PARENTS' MAGAZINE ANNOUNCES NEW YOUTH GROUP AWARDS —The second annual competition for the Youth Group Achievement Awards is sponsored by *Parents' Magazine* to combat juvenile delinquency. Awards totaling \$1,000 and certificates of honor will be given by the magazine to youth groups which perform the most outstanding public service from June 1, 1955 to May 31, 1956. The groups may consist of either boys or girls or both, of high-school age. They may be school club groups, Boy or Girl Scout groups, Camp Fire Girls, 4-H Clubs, settlement house groups, church groups, and groups of any kind which have a membership of at least ten. Any group in the United States and its possessions and Canada is eligible.

Parents' Magazine inaugurated the Youth Group Achievement Awards in 1954 to encourage the worth-while use of leisure time and promote community, school, and other useful services by young people. Winner of top national honors and a \$1,000 saving bond in the initial contest was the Youth Advisory Board to the Governor's Commission on Human Rights in Madison, Wisconsin. Forty-six other groups received special citation and certificates of honor for such accomplishments as fund raising for community projects, clean-up campaigns, setting up their own recreational projects, and community education on public questions. Nominating forms are now available from Parents' Magazine, 52 Vanderbilt Avenue, New York 17, New York.

MAGAZINE ARTICLES OF INTEREST TO THE SCHOOL ADMINISTRATOR—The July, 1955, issue of the School Executive magazine contains many articles of interest to the school administrator. Among these are the following four which are of special interest. These are: "What about Homework" by Ruth Strang (pp. 39-42); "Making Study Hours Count" by F. E. Wiegan (pp. 43-ff); "Comments on Campus Plans" by W. W. Beatty (p. 58-61); and "Summer Use of School Facilities" (pp. 62-71). In this last article, six school superintendents describe how school facilities are used by their communities during the summer.

NEA ADDS NEW DEPARTMENT—The National Association of Public School Adult Educators was granted department status in the National Education Association by the Representative Assembly at Chicago, July 6. The NEA now has 30 departments. New officers of the department are: R. J. Pulling, chief, Bureau of Adult Education, Albany, president; Ralph Crow, director of adult education, Cleveland, vice-president; Margaret Kielty, director of adult education, Fitchburg, Mass., secretary-treasurer. Robert A. Luke, assistant director of the NEA's Division of Adult Education Service since 1949, will also serve as executive secretary of the new department. John H. Bigger, who is assistant executive secretary of the Adult Education Association, has also been named assistant executive secretary of the new department.

FILM ON OUR HIGHWAY PROBLEMS—As part of its contribution toward a nation-wide better roads program, General Motors is offering a motion picture pointing up current highway problems and suggesting possible action to alleviate the conditions. Filmed to help bring the plight of motorists, including hazards of driving on many existing roads, to the attention of civic, service, fraternal, farm, and other groups, Give Yourself the Green Light shows what already has been accomplished in some areas. It is a 26-minute 16-millimeter sound picture in full color. The picture treats with equal clarity the need for better farm-to-market

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roads, urban thoroughfares, superhighways, the problems of small town traffic and big city congestion, and the universal lack of parking facilities. Prints are available for use by any group, free of charge, from General Motors' film libraries in Detroit, New York, and San Francisco. More than 100,000 persons have viewed the film since it was introduced.

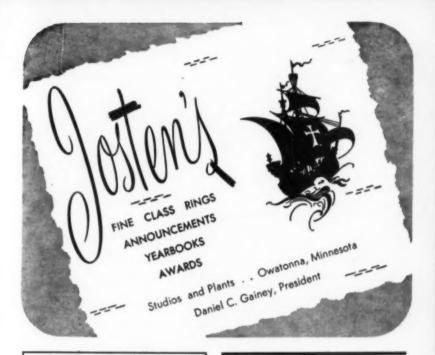
COOKING IN COLONIAL VIRGINIA—A filmstrip which tells the story of cooking in Colonial Virginia is now available for distribution. It is the first in a series of filmstrips designed for school use. Entitled Cooking in Colonial Days: A Williamsburg Kitchen, the filmstrip contains 46 captioned color frames and is accompanied by an eight-page teacher's guide. The filmstrip program is an expansion of Colonial Williamsburg's educational services.

Another filmstrip is currently being prepared, while half-a-dozen are in the planning stage. Nearing completion is *Independence in the Making*, the story of the events leading up to the Revolution and the victory at Yorktown as seen through the eyes of a Williamsburg wigmaker. Planned are a filmstrip on the Virginia Declaration of Rights, a filmstrip on plantation life in the 18th-century, and a series on making a living in colonial days as a farmer, a professional man, and a craftsman. Prints of all these filmstrips will be available for the permanent film libraries of schools at reasonable cost. Two other filmstrips being planned will be distributed on a loan basis and will feature the major exhibits seen by the school visitor to Williamsburg. Designed for both elementary and high-school levels, the filmstrips will be viewed by classes before they make their Williamsburg trip. For complete information write to Colonial Williamsburg, Williamsburg, Virginia.

FORD INDUSTRIAL ART AWARDS—More than 700 youngsters—representing 35 states, the District of Columbia and Hawaii—have been selected as the nation's best young craftsmen in Ford Motor Company's ninth annual Industrial Arts awards (IAA) competition. Winners in the nation-wide program designed to encourage useful craftsmanship and outstanding work in school classes received a total of \$50,000. Outstanding achievement awards were presented for 30 projects judged best among the more than 5,000 entries in the IAA finals. Special awards also were given projects judged as outstanding for ingenuity and for creative design. Winners of these 32 top awards and their instructors were Ford guests for three-day, expense-paid trips to Detroit and Dearborn in September.

A panel of 29 leading industrial educators and craft experts judged the IAA entries and selected the 712 cash award winners. Most of the entries they reviewed had been judged as the best of more than 40,000 projects entered in IAA regional competition earlier this year. California led states in number of winners with 141 cash awards and nine outstanding achievement awards. Illinois and Pennsylvania each had 78 winners, Ohio 53, Indiana 47, Michigan 46, and New York 38. Four cash awards were won by Canadian students, who were eligible to compete in the IAA program for the first time this year. The 32 outstanding achievement, ingenuity and creative design awards were won by students living in 15 states and the District of Columbia.

Requirements of the Ford-sponsored competition stipulate that entries must be made in school classes under instructor supervision. The range of the program's 14 divisions enables nearly any school-made project to be eligible. This year's winning entries were displayed in the Fords Rotunda in Dearborn from September 9-28. Exhibitions of regional winners also were held in New York, Chicago, Kansas City, San Francisco, and Los Angeles during the summer.



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FAIR-PLAY MFG. CO. WEST DES MOINES, IOWA MAP OF AMERICAN FOLKLORE—Available to schools is the McKee Map of American Folklore (50c a copy, or three for \$1). More than 140,000 of these wall size gaily colored maps of our legendary heritage have already proved their worth to teachers and librarians in stimulating reluctant readers. Over one hundred characters from the forty-eight states are portrayed. Copies of this map can be secured at the price indicated above from DR. ELIZABETH PILANT, Executive Secretary of the National Conference American Folklore for Youth, Ball State Teachers College, Muncie, Indiana.

CITY SCHOOLS TO ENCOURAGE MORE READING—New York City students will be encouraged to read more books through a new plan which will offer certificates, pins, and badges it is announced by school authorities. The plan is being developed in conjunction with the Book Manufacturers' Institute and will get under way this October in three Lower East Side schools. It is expected that the program will be expanded to nation-wide coverage by next spring. Called the Library Club of America, Inc., the non-profit group will seek to increase reading among eight to fourteen year old students. It will be started in Public Schools 63, 177 and 188.

Children of this age group tend to conform to patterns and the aim will be to make book reading so attractive and rewarding that readers and non-readers alike will enjoy books more, according to Sidney Satenstein, chairman of the Book Industry Committee of the Book Manufacturers' Institute. The schools include students of mixed nationalities and social and economic background, he said. "Any student who reads four books of the prescribed list will be awarded a pin with the legend 'Library Club of New York' and the club's motto 'Readers are Leaders.' This group will also receive a certificate signed by the principal and teacher stating that the student has read four books and is entitled to wear a pin and to have membership in the Library Club. If the student reads six additional books he then becomes an Honor Member, and receives another certificate and a gold plated badge. If he then reads eight more books he becomes a Life Member upon signing a pledge to read not less than two books a month thereafter. He also becomes eligible to serve on a Library Advisory Council of his school which will meet each month to discuss library uses and books. Any class with 75% or more membership will receive an attractive banner to hang on the wall with the same legend, Library Club of New York-Readers are Leaders!"

Pointing out that the basic principle of presenting certificates and badges so other children will also want to read has been proved highly effective in other fields, the Book Manufacturers' Institute believes that the plan has broad significance in creating more and better readers of the next generation and will be helpful in combating juvenile delinquency and in substituting good books for questionable reading. The program is particularly important at this time because of criticism that many children are unable to read or lack the desire to read. These conditions often exist, because children are not encouraged to read. Statistics will be kept by teachers which will indicate qualitative and quantitative data useful in expanding the program. Data on how many join; how many go from one group to another; the type book liked best and liked least will be available. Students will be asked to give informal, verbal reports on books to indicate their reading records. The Book Industry Committee of the Book Manufacturers' Institute will supply badges, certificates, banners, and stationery required to keep records.

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Careers in Science Teaching. (1955-56 Revision). 22 pp. 8½ x 11. Illustrated. Free in limited quantities. Discusses on the way, on the job, and opportunities open to general science, biology, chemistry, physics, and mathematics teachers.

Encouraging Future Scientists: Materials and Services Available in 1955-56. 24 pp. 6 x 9. 50c for single copy; 2 or more to same address, 25c each. A listing of career guidance pamphlets, contest and award programs, films, special summer programs for students and teachers, and similar activities intended to help teachers interest boys and girls in science careers.

If You Want To Do a Science Project. 24 pp. 6 x 9. Illustrated. Color. 50c for single copy; 2 or more to same address, 25c each. 1955. Helps students understand the way practicing scientists work. Suggests how students can adapt similar methods in completing projects. Includes tips to teachers who want to stimulate science fair participation.

Selected Science Teaching Ideas, II. 48 pp. 8½ x 11. Illustrated. \$1.00 per copy; discounts in quantity. 1955. Presents new methods, devices, equipment, and after-school activities that have proved to be successful.

SCIENCE TEACHING IDEAS, ABSTRACTS OF. 24 pp. 6 x 9. \$1.00 per copy; discounts in quantity. 1955. Contains titles and brief descriptions of all entries in the 1953 and 1954 programs of recognition awards for science teachers.

VOCATIONAL EDUCATION IN 1956.—Another record-breaking victory for vocational education was won on July 20 when the 84th Congress of the United States appropriated \$26,500,000 for the program for the fiscal year 1956. The new figure represents an accumulative increase of almost \$8 million more than the appropriation for fiscal 1954. It represents an even greater increase when viewed in relation to the President's recommendations for the fiscal years of 1954 and 1955. The program was critically threatened when the President recommended a 25 per cent cut of \$4,524,391 for fiscal 1954 and proposed a gradual annual reduction that would have resulted in final elimination of the George-Barden funds. If the proposed annual curtailment had not been over-ruled vocational education would have approximately \$10 million for '56 rather than the \$26,500,000 that has been approved by Congress.

On March 21 the House approved an appropriation of \$23,673,261 with restrictive language limiting the appropriation for distributive education. Conferences representing the Senate and the House on July 19 met and agreed on the appropriation of \$26,500,000 with the provision "that not more than \$1,500,000 shall be available for vocational education in distributive occupations." Both the Senate and the House agreed to the Conferees report on July 20.

The increase, under the provisions of the George-Barden Act, makes these amounts available for the four Federally aided programs: agriculture, \$9,530,162; home economics, \$7,629,120; trades and industry, \$7,665,718; and distributive education, \$1,500,000. There is also available, under provisions of the Smith-Hughes Act, \$3,014,662.44 for agriculture; \$3,034,434.74 for trades and industry and home economics; and \$1,089,233.04 for teacher training. American Vocational Journal.

NEW ACHIEVEMENT TESTS—An achievement series, a battery of tests for elementary and junior high schools, is being published by Science Research Associates, Chicago, publisher of psychological and educational testing materials. These new achievement batteries (for grades 2-4, 4-6, and 6-9) measure skills in four basic educational areas; language arts, reading, arithmetic, and work-study skills. This series has been designed to help schools find out how well each pupil

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FOREIGN ENROLLMENTS IN PRIVATE SCHOOLS—Over ten per cent of students from abroad enrolled in U. S. institutions of learning are attending private secondary boarding schools. This trend is significant as an index of the growing success of the U N and American leadership in working towards international understanding. An analysis of foreign enrollments in preparatory schools from the 36th edition of the standard annual Handbook of Private Schools, published by Porter Sargent, shows 2,508 foreign students enrolled in 260 leading boarding schools. Thus international relations are made a part of daily living in the schools. Better than half of these students are from Latin America, more than 20 per cent are from Asia, and smaller numbers from Europe, Canada, and Africa. These figures are reported in the 36th edition of the Handbook of Private Schools. (1264 pages, \$8) just published by Porter Sargent, 11 Beacon Street, Boston 8, Massachusetts.

Reduce Waste of Our Intellectual Talent—The nation must reduce waste of intellectual talent as it plans its future industrial expansion, the engineering dean of Massachusetts Institute of Technology declares. Speaking at the General Motors Conference for Engineering Educators, Dr. C. Richard Soderberg says that "if we could increase the utilization of existing intellectual ability, we could equip ourselves in advance for the years ahead." Although some promising youths are denied a college education for lack of money, Dean Soderberg believes that harm is done. Rather, he explains, the problems arise when the choice is made by the parents or when it is implied by social traditions. "These problems present themselves all along the social scale: the worker's son whose ambition is directed into getting a job to be independent; the son of wealthy parents who is steered into investment brokerage or advertising regardless of whether this is the proper use of the boy's talents," says. "From this complicated maze of social circumstances arises the causes which impede the full intellectual development of an appreciable percentage of our gifted boys," Dean Soderberg declares.

EMPLOYING THE PHYSICAL HANDICAPPED—The rehabilitation and employment of the physically handicapped today holds the interest and support of increasing numbers of American employers. Many of these handicapped workers are now finding employment in business, industry, and government suited to their qualifications and many will seek opportunities in our educational systems. Some handicapped persons will seek opportunities in our educational and training institutions to prepare for employment suited to their abilities, interest, aptitudes, and physical capacities. The President's Committee on Employment of the Physically

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Quite frequently, members write us that they have not received the last two or three issues of the BULLETIN. The reason—they have changed their address, but did not notify us. We are not mind readers, so we have to depend upon our members to inform us promptly of any change in their address. Then, too, printing has become so costly that we are unable to supply duplicate copies (or back copies) without a charge.

Many members change positions during the summer months. When this is the case, notification sent to us promptly will mean that when we mail the next issue of the BULLETIN, every member will receive his BULLETIN at his proper address.

This is an earnest appeal!

Always send us promptly a notice of your change of address.

We're depending on you!

Handicapped of Washington D. C. has prepared a leaflet to invite the interest and to enlist the support of school administrators for this program. No preference over other applicants in preparing for or in entering employment is either sought or expected. However, consideration on the basis of qualifications and potentialities are the sole recommendations. The participation of *Every School Administrator* in carrying out its worthy objective is enlisted.

HANDBOOK FOR TEACHING CONSERVATION AND RESOURCE—The best means of helping children understand the importance of our natural resources are expertly described by teachers in the *Handbook for Teaching Conservation and Resource—Use*, a 450 page illustrated book, just completed by the National Association of Biology Teachers. The publication was prepared by two-hundred teachers from thirty states. It shows how they have incorporated conservation and resource-use teaching into the schools. The "How To Do It Stories" and 82 pictures will help other teachers and youth leaders see "How To Get Started," "Where To Get Help," "What To Do in the Classroom," "How To Use the School Grounds and the Community," and how to develop such projects as school forests, school gardens, school camps, wildlife sanctuaries, outdoor laboratories, nature trails, and museums.

The material for the *Handbook* has been collected by the National Conservation Committee of the National Association of Biology Teachers since 1951 under the direction of Dr. Richard L. Weaver, the project leader, from the School of Natural Resources of the University of Michigan. The four-year project was financed by a grant from the American Nature Association. The *Handbook* is available through the office of the Project Leader, P. O. Box 2073, Ann Arbor, Michigan, at a cost of \$4 with a twenty per cent discount to schools. The proceeds will be used by the National Committee to continue its conservation education activities in the various states.

CHECKLISTS ON CIVIL DEFENSE—The U. S. Department of Health, Education, and Welfare, Washington 25, D. C. has prepared material in a mimeographed pamphlet form as a Civil Defense Education project. This pamphlet, composed of 14 pages is in checklist form designed primarily as a thought provoking device. A school can use it to reveal gaps in its civil defense program. It is composed of six parts, each made up of statements to be checked by specific personnel of the school. These parts are a checklist for: the school administrator, instructors, the school's community relations program, the school nurse, the school engineer, custodian, and the bus driver. Write to the U. S. Department for this and other information literature prepared especially for school use in the Civil Defense Program.

NATIONWIDE EDUCATIONAL TELEVISION EXPERIMENT IN CANADA—A nation wide experiment in educational television was carried out in Canada last November under the auspices of the Advisory Council of School Broadcasting, the National Film Board, and the Canadian Broadcasting Corporation. Programs based on subjects selected from primary-school curriculum included such topics as: history and geography, current events, road safety, nature study, and conservation. The techniques used were charts, maps, graphic illustrations, film clips, models, and demonstrations. Eight programs were produced, which were put on film, and shown in East Canada and, a week later, in West Canada. Monographs were then prepared outlining the content of each program. In all, 205 schools took part in the experiment and more than 500 teachers returned questionnaires which had been sent to them to help in evaluating the programs.

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School, Calhoun, Alabama.

Arizona Association of Secondary-School Principals—Donald L. Wilson, Principal, Safford High School, Safford, Arizona.

Arkansas School Administrators Association (Colored)—E. H. Hunter, Principal, Scipio A. Jones High School, Cedar at 10th Street, North Little Rock, Arkansas.

Arkansas Association of Secondary-School Principals (Wbite)—Frank L. Williams, Principal, Junior High School, Hot Springs, Arkansas.

California Association of Secondary-School Administrators—William N. McGowan, 2220 Bancroft Way, Berkeley 4, California.

Colorado Association of Secondary-School Administrators—Maurice W. Jessup, 811 15th Street, Greeley, Colorado.

Connecticut Association of Secondary Schools—Stanley Lorenzen, Principal, Staples High School, Westport, Connecticut.

Delaware Association of School Administrators—Robert C. Stewart, Asst. State Supt., Secondary Schools, State Dept. of Public Instruction, Dover Delaware.

District of Columbia Association of Secondary-School Principals—Boise L. Bristor, Board of Education, Ross Administration Annex No. 1, Washington 9, D. C.

Florida Association of Secondary-School Principals—E. B. Henderson, Secretary-Treasurer, Florida Education Association, 220 Centennial Building, Tallahassee, Florida.

Georgla High-School Principals Association—Kenneth J. Moore, Principal, Robert E. Lee High School, Box 852, Thomaston, Georgia.

Hawaii Association of Secondary-School Principals—Raymond N. Torii, Principal, Pahoa High and Elementary School, Box 3, Pahoa, Hawaii.

Idaho Association of Secondary-School Principals—Harry C. Mills, Principal, Nampa High School, Nampa, Idaho.

Illinois Secondary-School Principals Association—Paul J. Houghton, Principal, Anna-Jonesboro Community High School, 608 South Main Street, Anna, Illinois.

Indiana Association of Secondary-School Principals—O. L. Van Horn, 1083 Churchman Avenue, Beech Grove, Indiana.

Iowa Association of Secondary-School Principals—Delmer H. Battrick, Principal, Roosevelt High School, 45th and Center Streets, Des Moines 12, Iowa.
Kansas Association of Secondary Schools and Principals—Glenn E. Burnette, Principal, Junior

High School, Manhattan, Kansas.

Kentucky Association of Secondary-School Principals—Harry T. Mitchell, Principal, Holmes High School, 25th and Madison, Covington, Kentucky.

Louisiana Principals Association-W. W. Williams, Principal, High School, Minden,

Louisiana.

Maine State Principals Association—Philip A. Annas, Dept. of Education, State House, Augusta, Maine.

Maryland Secondary-School Principals Association (White)—Douglas M. Bivens, Principal, High School, Boonsboro, Maryland.

Maryland Society of Educational Pioneers (Colored)—John P. Hammond, Principal, Lockerman Senior-Junior High School, Denton, Maryland.

Massachusetts Secondary-School Principals Association—Frederick H. Pierce, Executive Secretary, 3 Broadway, Beverly, Massachusetts.

Massachusetts Junior High-School Principals Association—Harry Finkelstein, Principal, Garfield Junior High School, Revere, Massachusetts.

Michigan Secondary-School Association—E. Dale Kennedy, Executive Secretary, M.O. Box 480, Lansing 2, Michigan.

Minnesota Association of Secondary-School Principals—G. R. Imbody, Principal, High School, Owatonna, Minnesota.

Mississippi Association of Secondary-School Principals—C. C. Pyle, Principal, High School, Gulfport, Mississippi.

Missouri Association of Secondary-School Principals—L. Buford Thomas, Superintendent, Mexico Public Schools, Mexico, Missouri.

Montana Association of School Administrators—George J. Jelinek, Superintendent of Schools, Harlowton, Montana.

Nebraska Association of School Administrators—Merle A. Stoneman, Teachers College 125, University of Nebraska, Lincoln 8, Nebraska.

New Hampshire Secondary-School Principals Association—Frederick C. Walker, Principal, High School, Dover, New Hampshire.

New Jersey Secondary-School Principals Association—Arthur G. Martin, Principal, High School, Glen Ridge, New Jersey.

New Mexico Secondary-School Principals Association—S. H. Moseley, Principal, Union High School, Las Cruces, New Mexico.

New York State Association of Secondary-School Principals—John H. Fuller, Principal, Washington Irving High School, Tarrytown, New York.

New York City High-School Principals Association—Vincent McGarrett, Principal, High School of Commerce, New York, New York.

New York City Junior High-School Principals Association—Carl Cherkis, Principal, Junior High School, 104 Man, c/o P.S. 40, 320 East 20th Street, New York 3, New York.

New York City Vocational High-School Principals Association—Edward N. Wallen, Principal, Samuel Gompers Vocational and Technical High School, 455 Southern Boulevard, Bronx 55, New York.

North Carolina Division of Principals of the NCEA-C. E. Wike, Principal, High School, Lexington, North Carolina.

North Dakota Principals Association—Joel A. Davy, Principal, City High School, Valley City, North Dakota.

Ohio High-School Principals Association—Robert G. Winter, Principal, Piqua Central High School, Piqua, Ohio.

Oklahoma Secondary-School Principals Association—F. R. Born, Principal, Central High School, 7th and Robinson, Oklahoma City, Oklahoma.

Oregon Association of Secondary-School Principals—Cliff Robinson, Director of Secondary

Education, State Department of Education, Salem, Oregon.

Pennsylvania Association of Secondary-School Principals—Francis G. Wilson, Principal, William Penn High School, Harrisburg, Pennsylvania.

Rhode Island Secondary-School Principals Association—Rufus A. Brackley, Principal, High School, East Greenwich, Rhode Island.
South Carolina Association of Secondary-School Principals (White)—William H. Hale, Jr.,

Principal, Gaffney High School, Gaffney, South Carolina.

South Carolina High-School Principals Association (Colored)—C. C. Woodson, Principal,

South Carolina High-School Principals Association (Colored)—C. C. Woodson, Principal, Carver High School, Spartanburg, South Carolina.

South Dakota Association of Secondary-School Principals—George W. Janke, Principal, Senior High School, 410 East 5th Avenue, Mitchell, South Dakota.
Tennessee Association of Secondary-School Principals—Howard G. Kirksey, Dean of Instruc-

tion, Middle Tennessee State College, Murfreesboro, Tennessee.

Texas Association of Secondary-School Principals—W. I. Stevenson, Principal, Milby Senior High School, Houston, Texas.

Texas Principals Association (Colored)—W. E. Jones, Principal, E. J. Campbell High School, Nacogdoches, Texas.

Utah Secondary-School Principals Association—Wilburn N. Ball, Director of Secondary Education, 223 State Capital, Salt Lake City, Utah.

Vermont Headmasters Association—Joseph A. Wiggin, 92 State Street, Montpelier, Vermont.
Virginia Department of Secondary-School Principals (White)—Clarence H. Spain, Principal, Binford Junior High School, 1701 Floyd Avenue, Richmond 20, Virginia.

Virginia Teachers Association (Colored)—J. F. Banks, Principal, Christiansburg Institute, Cambria, Virginia.

Washington Association of Secondary-School Principals—George Hermes, Principal, Irene S. Reed High School, 7th and Alder, Shelton, Washington.

West Virginia Association of Secondary-School Principals (White)—R. V. Braham, Lincoln Junior High School, Charleston, West Virginia.

Wisconsin Association of Secondary-School Principals—Harold L. Paukers, Supervising Principal, Kohler Public Schools, Kohler, Wisconsin.

Wyoming Association of Secondary-School Principals—Loyd D. Crane, Principal, Cheyenne Senior High School, 3619 Carey Avenue, Cheyenne, Wyoming.





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An excellent summation of the play was made by the Assistant Superintendent of Schools for Chicago. Dr. Don C. Rogers reported on the manuscript as follows:

"The play has a powerful message, and skillfully develops how many—a doctor, a janitor, a business leader, a teacher, and parents—are all stunned with the realization of their own contributory responsibility for a tragedy. I finished reading it choked with emotion."

We invite you to read this play, and to discuss it with your director of drama. We think you will find it an outstanding choice for production at your school. In any case, you will find it an interesting addition to your library. Please send for your complimentary copy today. In doing so, we would appreciate it if you would mention this advertisement.

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